



CAFETERIA is hub of traffic flow in this Midwest high school (page 94).

OCTOBER

Supervision and the Improvement of Instruction

Beginning a New Series of Superintendents Round-Table Discussions

Some Long-Range Questions About N.D.E.A.

Bible Reading in Classrooms — A National Issue

The Facts About Citizens Committees

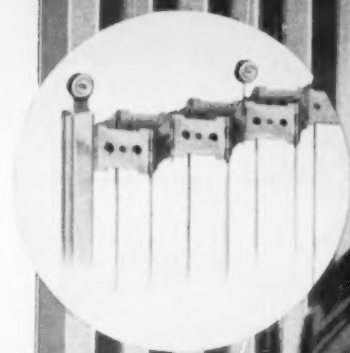
COMPLETE CONTENTS ON PAGES 3 and 4

THE Nation's Schools

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION



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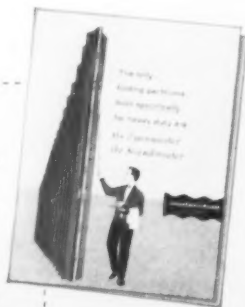
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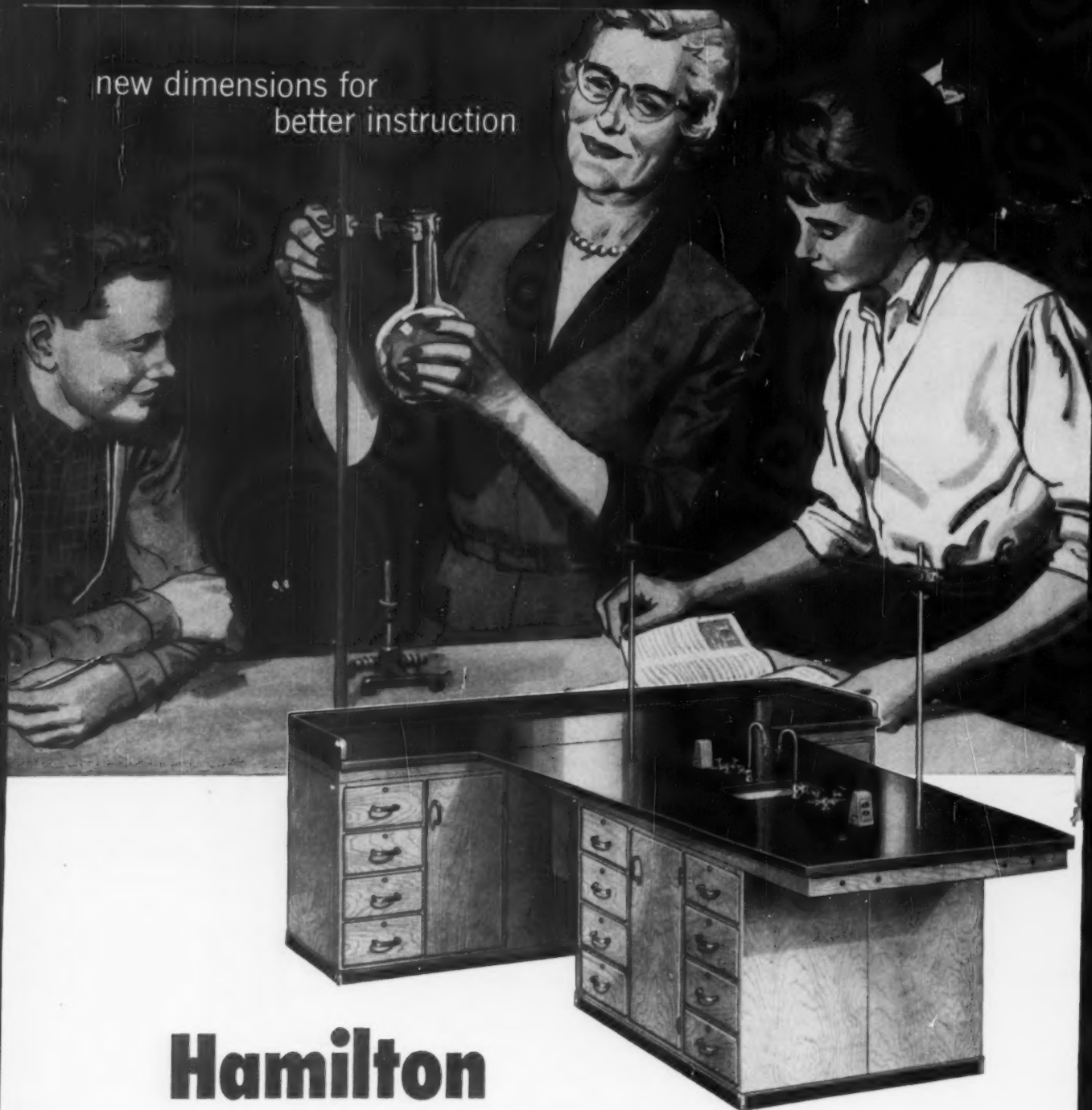
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THE *Nation's Schools*

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

OCTOBER 1960

Supervision and How To Improve Instruction

73 Calvin Grieder

Beginning a new series: A superintendents round table, conducted in Arkansas by the Editor and a TNS columnist, discusses supervision and how to improve instruction. The participants generally agree that supervision should not be a synonym for describing autocratic power over a teacher's job.

Districts Accept N.D.E.A. Money — But With Doubts

80 Roald F. Campbell
and Stephen P. Hencley

How far have school districts gone in implementing the National Defense Education Act since it was passed two years ago? A recent survey shows that some school boards participate reluctantly. Long-range issues of federal control are indicated.

Mr. Chalk Dust Explains the ABC's of Coping

84 Frederick J. Moffitt

From the North, South, East and West administrators agree that their biggest problem is finding out how to cope. For these bereaved gentlemen Mr. Chalk Dust gives advice on the most frequent and problematical copes: (1) coping with submariners, (2) coping with people, (3) coping with things, and (4) coping with change.

Citizens Committees Can Help Schools

87 John F. O'Neal

In a survey of 678 K-12 districts in New York, a majority of administrators reports that the recommendations of citizens committees are helpful and worth while to the schools. For best results the committee's mission and deadline should be specific.

Needed: Policy for Compounded Maternity Leaves

91 Lee O. Garber

When a teacher takes a leave of absence to have a baby and then becomes pregnant again before the absence has expired, a Louisiana court rules that the school board is justified in setting a "reasonable" length of time before the mother can resume teaching duties.

N.C.P.E.A. Probes Dimensions of 'Tomorrow's Superintendent'

93

The ability to deal with people, the ability to delegate, and a background in the use of research are just a few of the dimensions that the administrator of the future must develop, say attendants at the 14th annual meeting of the National Conference of Professors of Educational Administration.

Vol. 66 No. 4

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THE Nation's Schools

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Should Teachers Strike? 79

An overwhelming majority of administrators say that it is unethical for teachers to strike for higher salaries.

However, respondents are in accord with teacher association's representing their members in salary negotiations.

SCHOOLHOUSE PLANNING/SCHOOL LUNCH

Cafeteria Facilitates Traffic Flow 94

Cafeteria congestion? There isn't any at Maine Township West in Des Plaines, Ill. The cafeteria is located in the school's central core and can be reached in a few minutes from any academic wing. It serves about 2450 students.

Look-Alike Schools Reduce Costs 98 B. J. Polga

Hastings, Minn., reduces school construction costs by building simultaneously two elementary schools from the same master plan. Of necessity, the population, topography and building sites were similar in the two locations.

OTHER FEATURES

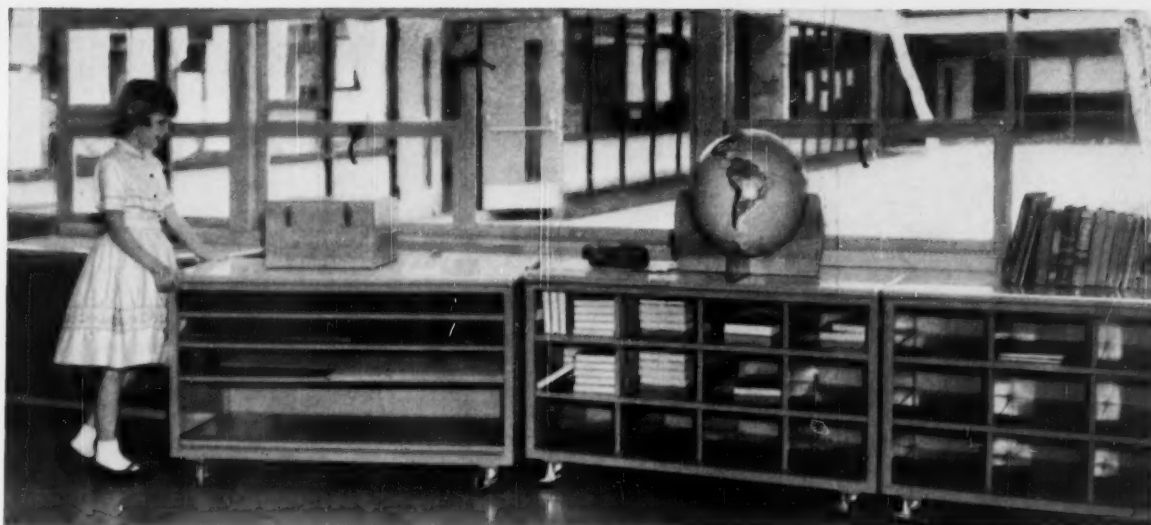
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READER OPINION

Would Upgrade Conventions With New Planning Process

Why do countless hordes of teachers, administrators, and school board members dissipate much of their limited time and priceless energy attending conventions? That the associative impulse is highly developed in the educational enterprise is unmistakable; scores of national, state and local organizational pyramids have been constructed for every special interest imaginable, and they all seemingly spawn an accompanying convention.

Here are the key reasons for this remarkable phenomenon:

1. Conventions provide indispensable occupational forums; professional educators acquire common loyalties, broaden their unity of purpose, and keep attuned to content developments and novel ideas.

2. The opportunity to revel in the theorist's latest creation excites the imagination. In short, the conventioneer returns to his work situation refreshed. After sampling many lectures, discussion sections, and panel presentations, he evolves a satisfying awareness of the prevailing tone, climate and emphasis in his own field of professional interest.

3. There is opportunity for face-to-face interchange with peers from different institutional settings. Where communication of new theories or practices is intended, written accounts seldom adequately supplant oral descriptions.

4. Seeing former colleagues and meeting new professional associates have special virtues. Informal conversations may result in substantial plans for future projects. It is manifestly easier to collaborate with a personal acquaintance. Of course, "greeterism" in its more nauseous form should not become an end in itself.

There are powerful objections to conventions; the most telling is the heavy cost both in time and money. When 20,000 schoolmen descend upon a national convention, a large investment has been sunk in hard-to-measure assets. Vastly improved educational services in the field are the dividends sought.

An examination of a typical convention program is often disturbing. With monotonous regularity politicians, humorists and persons of similar ilk occupy the rostrums. These platform figures scurry like circuit riders from convention to convention bearing their patented message, too commonly sprinkled with vague generalities and opinionated rhetoric. Written proceedings of some conventions are self-condemning data; reading such trivia is an exercise in tolerance. Also, introductions of organizational potentates, disenchanted

amateur musical renditions, and greetings from local dignitaries insert a note of ritualistic humbug into the proceedings, at once reminiscent of commercial clatrap.

Aren't conventions a chance for a break from the daily travail? Perhaps there may be some relaxation in coffee drinking sessions, story telling bouts, and a new physical and social environment. However, these slight gains are more than canceled by travel fatigue and the rapid tempo of convention life.

In recent years there has been a trend toward surpassing the saturnalia so emblematic of the fraternal organizations. On the other hand, no convention should rightfully be expected to insulate man against his own petty nature.

For all of this, conventions are here to stay; yet the objections already cited make their reappraisal imperative. How can the worthy purposes be implemented?

Perhaps the best place to begin is in the planning process itself. If the chief goal of a professional organization is to disseminate brand new theories and methods, then this objective becomes the central focus of its convention. Steps toward realizing this aim may be obtained by orthodox methods; that is, speakers might be nominated by acknowledged scholars known to be on the frontier of knowledge in their own area of specialization. Invitations should be extended to members of those disciplines that undergird the scientific study of education — philosophy, sociology, psychology, anthropology and the like. Substantial improvements could certainly be achieved by this device.

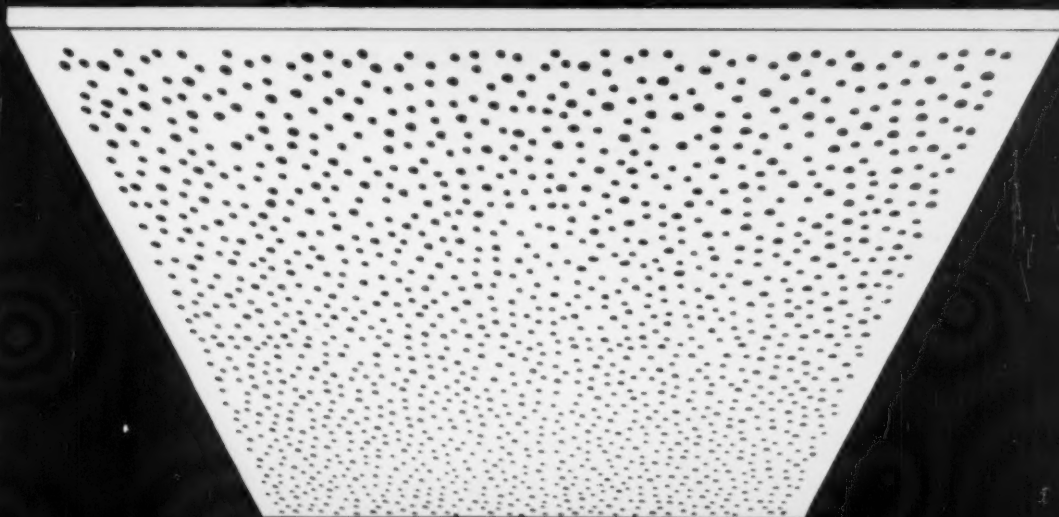
Convention routines should be structured more efficiently. Here again planning is probably the solution. Entertainment features could be toned down gradually and the administrative protocol reduced in intensity. This procedure is especially recommended for national conventions; state and local conventions will naturally tend to fall in line.

Convention planners admittedly have a difficult assignment; their results are never perfect and no simple panacea will suffice to guarantee total satisfaction. The process of building an effective convention, like any administrative activity, is cyclical in nature. More emphasis should be placed on control techniques than presently. Conventions are one-shot affairs; unless formal organizational procedures for collecting evaluative materials are instituted, much valuable information is irretrievably lost. Even a reaction sheet mailed to the membership would be helpful.

Finally, convention folkways constitute serious obstacles to change; unorthodox technics are slow to materialize. While the traditional patterns are

(Continued on Page 8)

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Reader Opinion

(Continued From Page 6)

easier to follow, the times demand vigorous new approaches. What is fundamentally required are permanent convention staffs to give the vital administrative continuity essential to any robust organization. Parenthetically, a part-time executive secretary is not considered adequate.

Ultimately, the only sure method of building better conventions is through the sustained commitment of the myriad associational memberships. Are we willing to meet this challenge? — DONALD J. McCARTY, *associate professor of education, Cornell University, Ithaca, N.Y.*

Sees No Reaction Against U.S. But Trouble in Korea

In light of what has happened here in Korea recently, my letter in the February issue of *The Nation's Schools* is a gross understatement and makes me a prophet.

Have we seen some riots! I had a grandstand position on the roof of a building near the capitol all afternoon of April 19 (April 18 U.S. time); in fact, I got trapped there and did not get home until the next day.

It was a student uprising, joined by the general public, against a suppressive government and rigged elections; no indication of Communist influence, except, of course, they will try to make something out of it. Secretary Herter laid it on the line just right. I hope that the R.O.K. government can now be reorganized along democratic lines. I am afraid that some good men are going to suffer because they, of necessity, cooperated with the old gang.

No reaction against us Americans. We love the Korean people, and they seem to like us. I am taking off in a jeep next week for a 13 day trip to inspect 25 building projects all over Korea. I expect to be back in the States in November. — RAY L. HAMON, *specialist, educational administration, school building planning, George Peabody College staff, U.S. Operation Mission to Korea.*

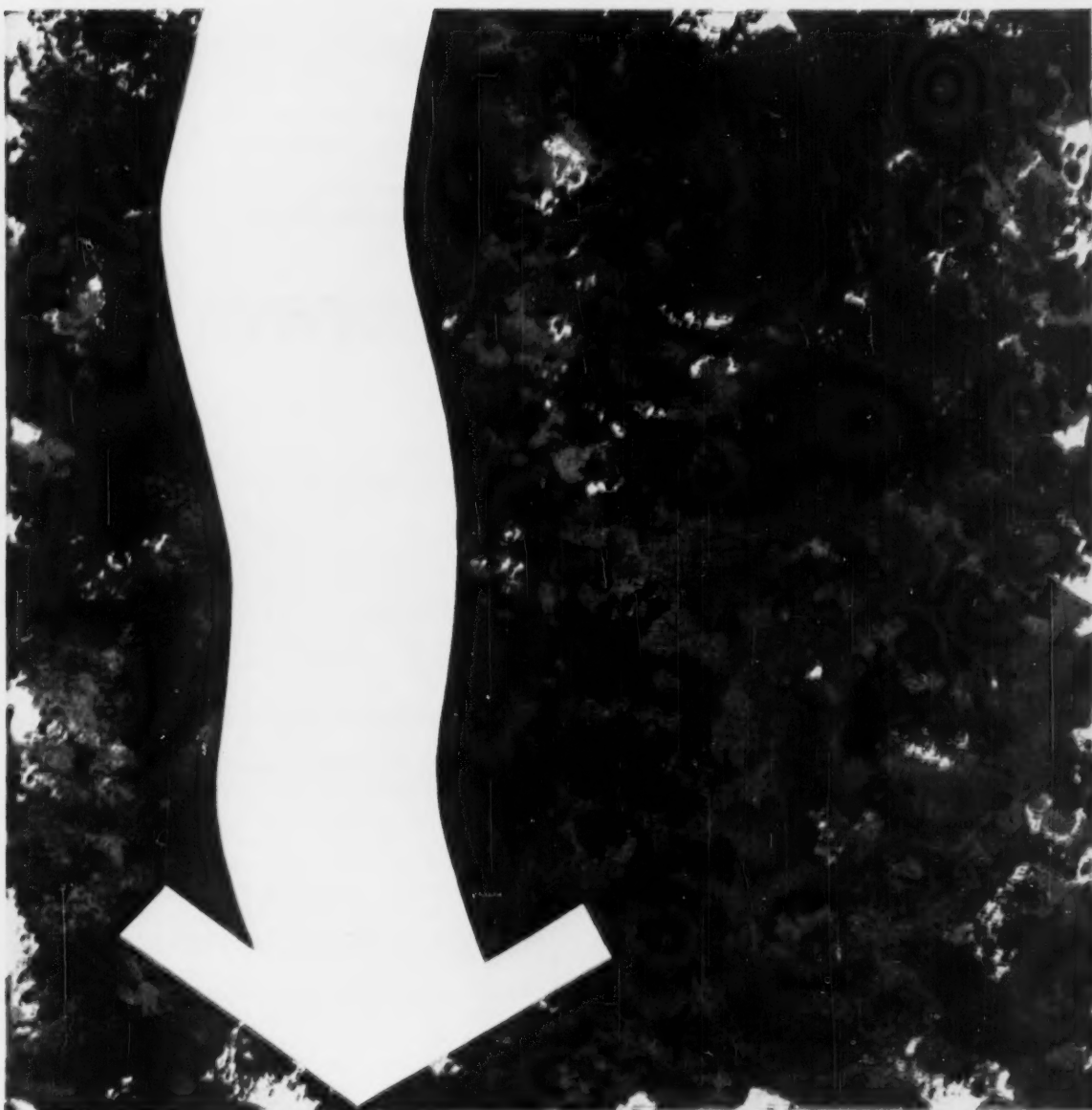
Superintendent's Lament

*Monday's the day
I return to my desk,
Which is cluttered
and heaped and untidy,
For Monday's the day
I am faced with the work
Which I wish
I had finished last Friday.*

—STEPHEN SCHLITZER

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How your GAS company can



1. The Planning Team Right from the beginning, when you have chosen the architect for your new school, you realize that your project calls for a lot of teamwork—particularly in the design for efficient heating, cooling and ventilating systems. A great help at this stage... for school management, architect and engineer alike... is the counsel of your local Gas Company regarding the economy and application of modern gas equipment for these systems.

Heating, cooling and ventilating facilities in many of the largest, most modern schools have been planned with the help of local Gas Companies' application specialists.

You can take advantage of this qualified help by setting up a very effective Planning Team: School Management—Architect—Engineer—Gas Company.



2. The Complexity of Specification Writing

Your architect's and engineer's knowledge of specification writing plays a major role in increasing the value of your school and keeping costs at a minimum. But your acquaintance with this vital function of school planning can be of assistance to them.

There are four major recognized methods of specifying materials and equipment for new building projects, such as your new school:

- a.** The "Descriptive" Specification. Materials and equipment are described in detail, but no brands specified. Time may be lost in seeking the exact equipment described, and there is little assurance of quality.
- b.** The "Flat" Specification. Exact brand is specified. No substitutes allowed. No protection against high costs.
- c.** The "Open" or "Or Equal" Specification. Several makes are named, or the specification describing the required equipment includes an "or equal" clause. Contractor must submit his lowest bid regardless of quality. Manufacturers may hesitate to bid their lowest prices, since contractor is free to "shop" for even lower prices (to his

advantage) after he is awarded the contract.

d. "Base Bid With Alternate." Specific brands are specified for the base bid, but a bidding contractor may propose substitutes. This assures quality and permits alternatives, providing the contractor states in his bid to you the actual deduction or addition. You can then compare price, quality and service of several manufacturers on an equitable basis. *School authorities agree that this is the most acceptable type of specification.*



3. Specifying for Present and Future Needs

You may not plan now to operate an all-year school. But this subject is being considered by many school authorities. In fact, an 11- or 12-month school has been tried and is now being used. If there's a possibility your school may change to this system in the future, it would be wise to plan now for year 'round heating, cooling and ventilation.

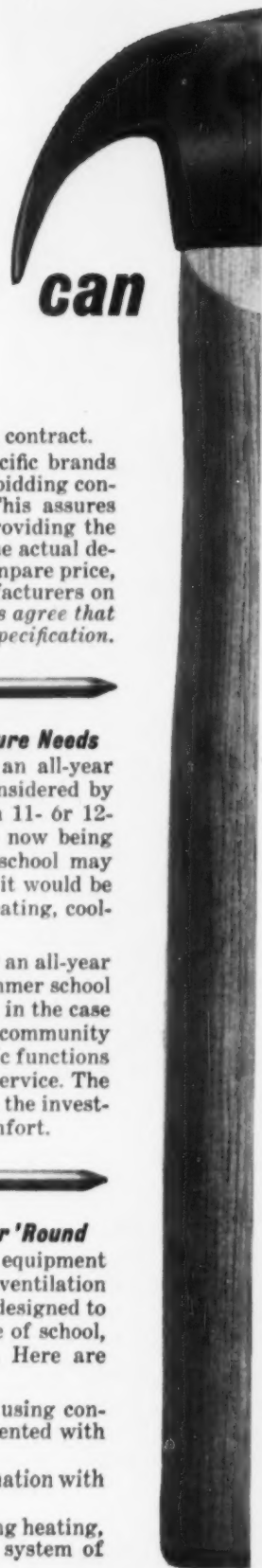
Even your present needs may call for an all-year operation, with such activities as summer school programs (including "make-ups" or, in the case of gifted children, "speed-ups")... community recreation... adult education... civic functions... or perhaps a community library service. The success of such projects is well worth the investment in facilities for year 'round comfort.

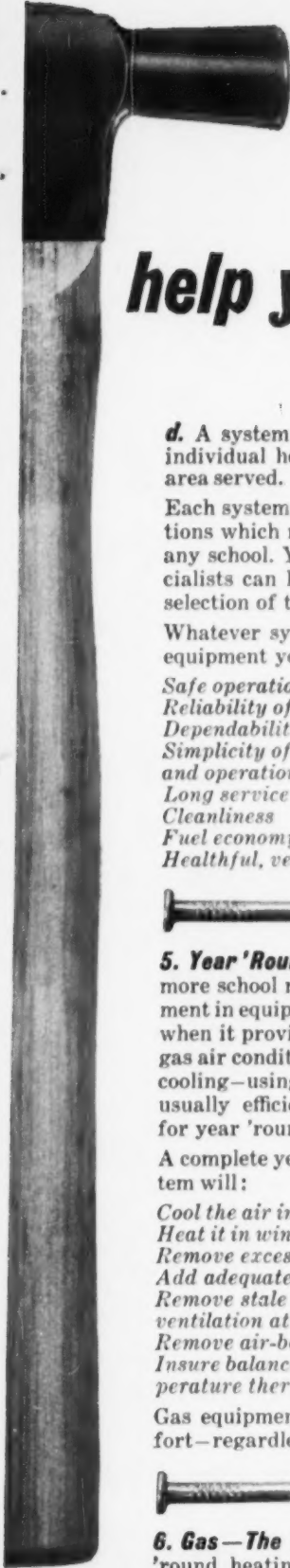


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- b.** Radiant gas heating used in combination with a ventilating system.
- c.** A central or zoned system combining heating, cooling and ventilating in the same system of ducts.






help you build a better school

d. A system such as the unit ventilator, using individual heating and ventilating units in the area served.

Each system has its own advantages and limitations which must be considered in the plans for any school. Your Gas Company application specialists can help you and your architect in the selection of the proper system.

Whatever system you choose, with modern gas equipment you can be sure of:

*Safe operation
Reliability of equipment
Dependability of energy source
Simplicity of installation, maintenance and operation
Long service life
Cleanliness
Fuel economy
Healthful, ventilated air*



5. Year 'Round Gas Air Conditioning More and more school managements agree that an investment in equipment to condition air is worth more when it provides year 'round service. And since gas air conditioning systems deliver heating and cooling—using the same basic fuel—they are unusually efficient, economical and space-saving for year 'round operation.

A complete year 'round gas air conditioning system will:


*Cool the air in summer
Heat it in winter
Remove excess moisture in summer
Add adequate moisture in winter
Remove stale air and provide effective fresh air ventilation at all times
Remove air-borne dirt
Insure balanced distribution of the air, with temperature thermostatically controlled.*

Gas equipment offers complete classroom comfort—regardless of weather or season.



6. Gas—The Economy Fuel For modern year 'round heating and cooling systems, no other


fuel matches the long-run economy of gas. Fuel costs—as opposed to first costs—will continue for the life of your school. So they deserve serious consideration in your original planning. As a matter of record, many schools have amortized the first cost of their gas equipment through comparative savings on fuel. Thrifty gas keeps your operating costs down all year, every year.



7. Gas—The Safest Fuel The gas industry has a prime interest in the safety of your pupils. The more than 200,000 people in the gas industry—most of them with children of their own—have seen to the security of each installation.

No other industry in the United States has encouraged such rigid self-regulation to insure the safety of its product in homes and schools. Through the American Gas Association Laboratories, gas equipment is tested to meet the stringent requirements of the American Standards Association. The gas industry has drafted safe installation methods which are practiced by every Gas Company in the country.

Most important, the gas industry has cooperated with municipal authorities to have your building codes reflect the most up-to-date practices regarding the safe installation and safe operation of gas equipment.



8. Gas—For Complete Classroom Comfort All Year Long Your pupils can learn more—your teachers can teach more effectively—in more comfortable surroundings. Let your Gas Company help you and your architect choose the most efficient system for heating, cooling and ventilating. Just call your Gas Company and ask for their Application Specialist.
American Gas Association.

**FOR COMPLETE CLASSROOM COMFORT
HEAT AND COOL WITH GAS**



RCA PRESENTS THE "PRECEPTOR" SYSTEM



*... world's most advanced
language laboratory equipment!*

This is the RCA "Preceptor"—an exciting new concept in language laboratories. Most advanced because it opens fresh new avenues for creative teaching . . . most advanced because it gives the teacher full control of the laboratory. Most advanced, too, because it's *transistorized* and because its *modular design* simplifies installation and makes expansion easy.

Transistors add many extra advantages to RCA's new "Preceptor" System—providing instant action, longer life, simpler wiring, and lower operating costs. These are but a few of the superior features RCA sound engineers have designed into the "Preceptor" to make it the world's most advanced and most wanted language laboratory system.

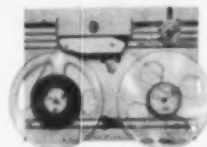
Write for complete information package explaining how RCA "Preceptor" System can vitalize your language curriculum. Also, ask for the name of your nearest RCA Language Laboratory Dealer. Address: Radio Corporation of America, Language Laboratory Sales, Building 15-1, Camden 2, N.J.

The RCA "Preceptor" console (above) with its master control panel puts the teacher in complete command. It allows: 1) monitoring of any student; 2) listening in on master tape and student's voice; 3) two-way conversation with any student; 4) recording of student on central tape recorder; 5) insertion of comments on the recording; 6) communication with whole class through "all-call" control. The teacher controls tape selection and can play up to 10 different tapes.



Sturdy RCA "Preceptor" booths can be installed singly, with or without flip-top desk to serve as writing surface, or in modules of two or three attractive economy booths.

World's Most Advanced Components . . . from RCA!



Expansion? Just add a pre-wired SelectorCom panel with a bank of 10 selector switches.

RCA tape decks for the "Preceptor" System may be either half-track, or dual-track. Single-knob control makes them ideally simple to operate at the console or in student booths, as a program source or for student recording. Convenient new cartridge type tape decks are also available.

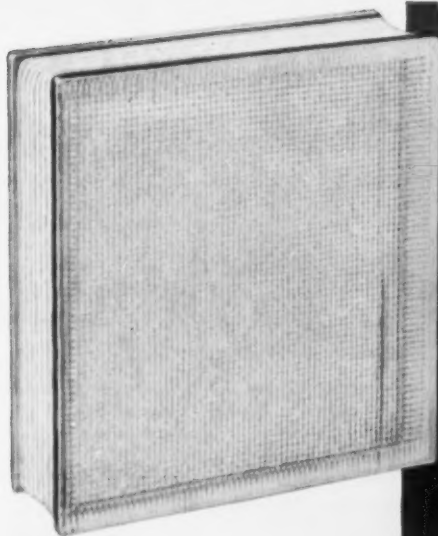


Tmk(s) ®

RADIO CORPORATION of AMERICA

CAMDEN 2, NEW JERSEY

Cool, glare-free color...at no premium in price



SHADE GREEN GLASS BLOCK

**...with color in
the glass itself**

Owens-Illinois SHADE GREEN Glass Block can create a new, more attractive atmosphere for your new or existing school buildings by . . .

- 1. Reduction of glare.** SHADE GREEN color is evenly dispersed throughout the glass to reduce the intensity of brilliant sunlight.
- 2. Pleasant appearance.** SHADE GREEN color is subtle enough to blend with any building material.
- 3. Unique color effect.** Because the color is in the glass, you see the same color intensity, regardless of angle of viewing interior or exterior.




One excellent use for SHADE GREEN—to light stair wells softly, evenly and pleasantly with a minimum of glare.

Like all Owens-Illinois Glass Block, SHADE GREEN offers the advantages of extreme durability, insulation and low maintenance, so important in schools today.

It's made only by Kimble Glass

Company, Subsidiary of Owens-Illinois, Toledo 1, Ohio. Write for more information on SHADE GREEN and the complete line of light-controlling products for school application.

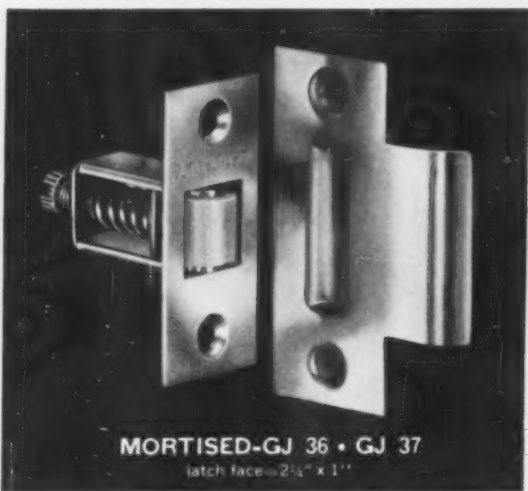
OWENS-ILLINOIS GLASS BLOCK
AN  PRODUCT

OWENS-ILLINOIS
GENERAL OFFICES • TOLEDO 1, OHIO

IMPORTANT **NEW** ARRIVALS IN THE **GJ** FAMILY...!

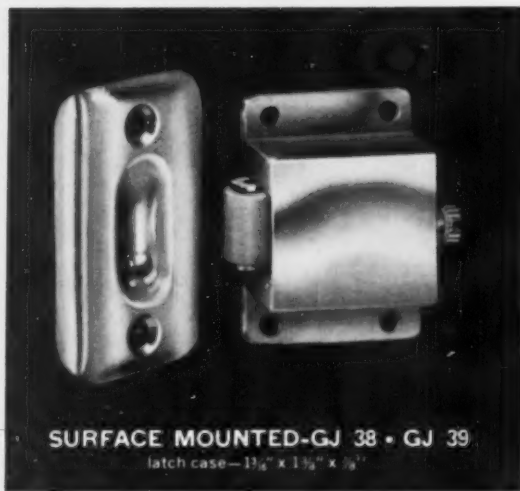


LIGHT DUTY ROLLER LATCHES



MORTISED-GJ 36 • GJ 37

latch face—2 1/4" x 1"



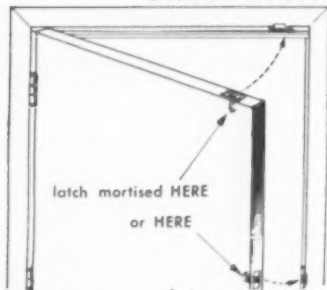
SURFACE MOUNTED-GJ 38 • GJ 39

latch case—1 3/8" x 1 1/2" x 3/8"

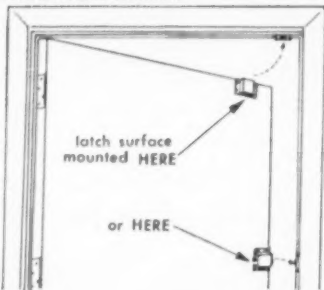
FEATURES: economical • small powerful unit • easy-to-adjust latch pressure
stainless steel parts • nylon roller • combination wood and metal screws
quiet latching • no door rattle • available all finishes

FOR HOLDING ANY INTERIOR DOOR CLOSED in LIGHT COMMERCIAL, INSTITUTIONAL and HOME APPLICATIONS

CLOSET and OTHER INTERIOR DOORS

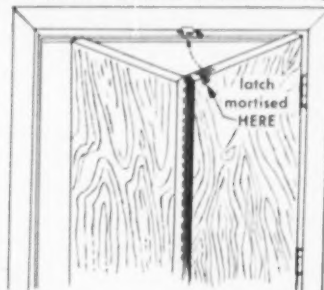


latch mortised HERE
or HERE



latch surface
mounted HERE
or HERE

FOLDING DOORS (mortised only)



latch
mortised
HERE



see functional display at Booth 52 • NBHA convention

GLYNN-JOHNSON CORPORATION

4422 n. ravenwood ave. • chicago 40, illinois



Eugene Field Elementary School, Springfield, Missouri • Matthews and Hillman, Architects & Engineers • W. J. Graff, Superintendent • F. A. Martin, Jr., Board President

SPRINGFIELD, MISSOURI BOARD OF EDUCATION PICKS LENNOX COMFORT CURTAIN

*Some advantages of this modern
ventilating and heating system are:*

✓ EASE OF EXPANSION — FLEXIBILITY

Lennox Comfort Curtain's modular design easily fits the Board's requirements for future expansion. Since a central heating source is not necessary, each classroom can be ventilated and heated individually, with new units easily added when new construction has to be done. The Board also found Lennox Comfort Curtain to be highly flexible ... able to ventilate and heat all sizes of rooms.

✓ ECONOMICAL INSTALLATION — OPERATION

Room-by-room installation kept initial costs at a minimum ... (total cost was \$1.19 per sq. ft.). Flues for exhausting combustion products were of the simple prefabricated-type, and simple openings in the classroom walls provided fresh ventilation air. Book shelf ducts were utilized, furthering ease of installation simplicity.

✓ INDIVIDUAL ROOM CONTROL

The air processing units in each room, meter precise amounts of fresh, heated or return air as required, filters it clean, and distributes it uniformly through the duct sections across the full length of each classroom exterior wall. Individual Day-Nite thermostats allow teachers to set and maintain room temperatures within $\frac{1}{2}^{\circ}$ of control setting.



Comfort Curtain system blankets windows and outer walls to provide a barrier between room occupants and the weather.

**Students stay healthier, more alert
—teaching is more rewarding**

It goes without saying that in the thermal environment created by Lennox Comfort Curtain, the side benefits are numerous. Teachers, students and administrators are happier and more efficient. Schools offering Comfort Curtain also find it easier to attract and keep qualified personnel. For complete information about the Comfort Curtain System and its adaptability to in-the-room, two-room remote, central warm air, hot water or steam, heat pump or electric heat sources, write LENNOX, 513 S. 12th Ave., Marshalltown, Iowa, or phone your nearest Lennox office, listed below, and ask for a Lennox technical representative to call.

World leader in
indoor comfort for
homes, business,
schools and industry

LENNOX





C. A. Coker, Business Manager,
Niles Township High School.

BURROUGHS TYPING ACCOUNTING MACHINE PROVIDES TIGHT BUDGET CONTROL—AND AMPLE CAPACITY FOR YEARS OF GROWTH

The scene: Niles Township High School, Skokie, Illinois. **The job:** All financial and accounting activity, including a 350-person payroll. **The equipment:** Burroughs F-1501 Typing Accounting Machine. **Benefits for today,** in this big business of education:



Tight budget control, postings up to date daily, completion of expense statement only three days after closing the books. **Benefits for tomorrow:** Though enrollment will double in the next three or four years, the F-1501 has the capacity to handle the commensurate increase in accounting load while maintaining its accounting efficiency without additional equipment investment.

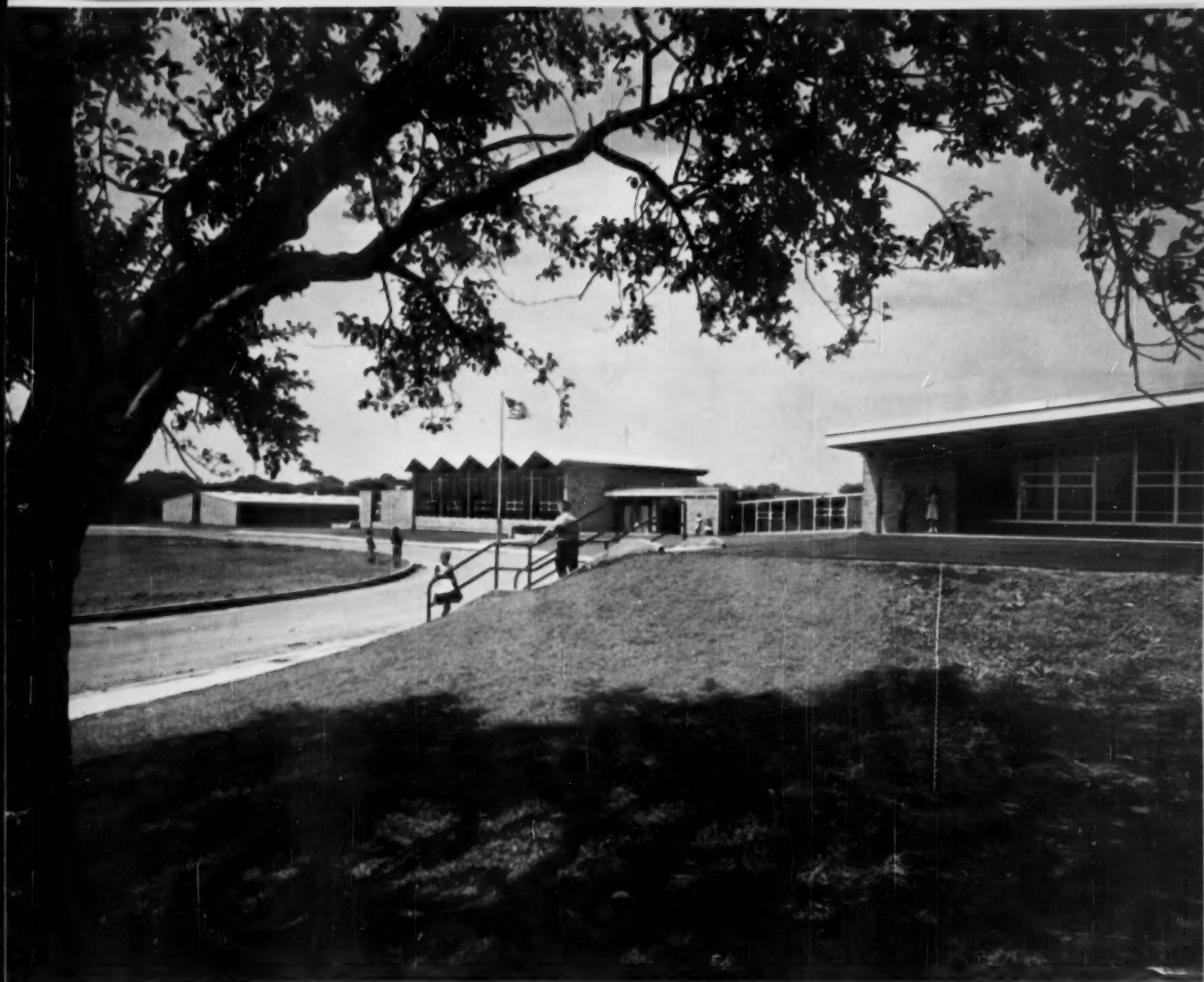
Burroughs—TM

Burroughs automation equipment can help your school or district to new levels of accounting productivity and capacity. For details, see our new film "This Business of Education." Call our nearby branch. Or write Burroughs Corporation, Detroit 32, Michigan.



**Burroughs
Corporation**

"NEW DIMENSIONS" in electronics and data processing systems



Orchard Hills Elementary School, Novi, Mich. Architects: Charles W. Lane & Associates, Ann Arbor, Mich. L'O-F *Parallel-O-Grey*® Plate Glass featured in classrooms and gymnasium.



visits a "country" school...

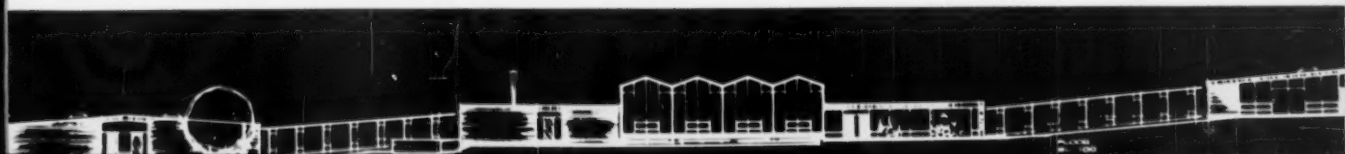
that has won fame at home and abroad

In the semirural community of Novi, Michigan, midway between Detroit and Ann Arbor, is a "country" school that gets around.

In fact, the design for Orchard Hills School was selected by the United States Information Agency for exhibition in Europe. And, at home, the AIA Committee on School Buildings and the American Association of School Administrators showed it at their conventions.

Perhaps it's the way this warmhearted school hugs the good earth that gives it a unique charm. Or the way the three buildings, on three levels, are linked with glass-walled corridors. Or the way the grey plate glass facade of the gymnasium-cafeteria boldly rises to meet its multi-gabled concrete roof.

We decided, as so many others have done, not only to see the school firsthand, but to talk with the people





Parallel-O-Grey Plate Glass in classroom windows screens out sun and sky glare, reduces transmission of sun heat to keep classrooms cooler.



Charles W. Lane, AIA

who planned and who occupy it.

Our first interview was with the architect, Charles W. Lane, AIA, of Ann Arbor.

Question: It's interesting how the school follows the rise and fall of the terrain. Didn't that increase construction costs?

Answer: No. We could have flattened the site, but it would have cost us \$20,000 more.

Question: What did the school cost?

Answer: \$13.80 per sq. ft. for construction. That's about average for new schools in this area.

Question: Why was the school divided into wings?

Answer: We were given a statement of the educational philosophy and facilities needed to carry it out (a tremendous help to an architect). One requirement was to separate children by age groups. So in the right wing

we have the kindergartens, and 1st through 3rd grades. The left wing contains the 4th, 5th and 6th grade classrooms. Each group has separate playgrounds. The multi-purpose room can be used by each age group at separate times. At night it serves as an auditorium for community activities without opening the wings.

Question: You've used a lot of glass in the classrooms and gymnasium. Why was that?

Answer: To meet the visual conditions laid down in the specifications which were: (1) Window-sill heights which allow children to see outdoors from a sitting position. (2) Special consideration to be given the problem of obtaining "balanced brightness". After considerable research, we decided that grey plate glass and liberal roof overhangs were the answer and would also keep the rooms cooler. The grey plate used in the gymnasium is heat tempered for extra strength against impact.



Dr. William H. Medlyn,
Superintendent

Question: How has the school worked out in day-to-day use?

Answer: I'd prefer you get that information from those who operate the school.

We looked up Dr. Wm. H. Medlyn, Superintendent of the Novi Community School District and Principal of Orchard Hills School.

Question: How do you like your new school?

Answer: Wonderful. Any school should serve as an integral part of the learning and teaching process. This school functions as we hoped it would.

Plate glass in building and office walls creates a bright, crisp appearance.



Question: How does the community like it?

Answer: The community as a whole takes a great deal of pride in the building, as do the children. Certainly we had some adverse comments such as "glass palace" or questions as to why we didn't build either a compact or multistory building. It was pointed out that this type of architecture lends itself much more readily to this site, and a multistory building would not serve our needs as well in this instance.

We originally planned to have only a roof and a sidewalk connecting the wings. We felt that the community would object to the lack of protection in bad weather, so we glassed them in.

This kind of school cuts maintenance costs. For instance, in the time it takes to clean four classrooms on two levels, we can clean ten classrooms on one level. Our heating costs have been less than anticipated. Run about \$7 or \$8 per person for the season, much less than the cost of heating in the average home per person.

Question: How do the teachers like it here?

Answer: They love it. The building, the friendly atmosphere, our personnel programs all contribute. Last year our turnover was less than 8%. And that was caused by husbands being transferred, or for reasons of health. Teacher recruitment is becoming less of a problem, and part of this we attribute to modern facilities. We've even had teachers bypass more lucrative jobs to teach here. Perhaps you'd like to talk to one of our staff.



Mrs. Bethel Ramsay,
3rd grade teacher

We were introduced to Mrs. Bethel Ramsay, a teacher with 12 years' experience.

Question: Mrs. Ramsay, how do you like the school?

Answer: Before I came here, I taught in a wealthy com-



Daylight "borrowed" from classrooms penetrates adjacent hallways through deeper-than-average glass clerestory windows.

munity that had excellent school facilities. But I find this school more pleasant.

Question: How do you like the big *Parallel-O-Grey* windows?

Answer: I like them. The daylight is so soft and comfortable. We can face desks in any direction without glare being a problem. And, since nature study is one of our subjects, the big windows, with the outdoors beyond, are actually a teaching aid.

Question: Do you ever draw the window curtains?

Answer: Only when using visual-aid equipment. In one of the rooms they need not be drawn at all.

Question: How do the children like the school?

Answer: Well, they're less restless. I think it's the feeling of openness that does it. There's practically no absenteeism. Some of the children have to be shooed home after school.

We thanked Mrs. Ramsay and departed. But don't you. There's more specific information about L-O-F Glass for schools on the next page.

Window wall in gymnasium is glazed with *Parallel-O-Grey* plate glass that has been heat tempered for extra strength.

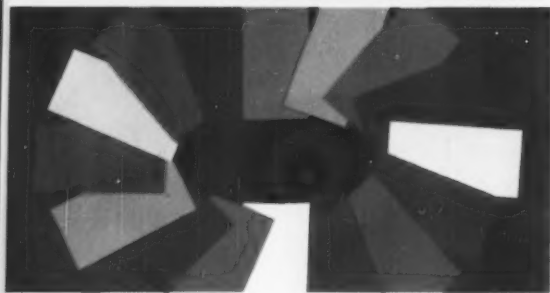


L O F
GLASS

a Great Name in

LIBBEY • OWENS • FORD

Glass



TUF-FLEX* tempered plate glass is 3 to 5 times tougher than regular plate glass of the same thickness. Yet it's as clear as any fine plate glass. If maximum resistance is reached, *Tuf-flex* disintegrates into relatively harmless, rock-salt-size particles. Recommended for gymnasiums, entrance doors and side lights, areas facing playgrounds... any area where youngsters and missiles are in rapid motion.

THREE KINDS OF PLATE GLASS—To achieve clear vision from inside and a richer appearance on the outside, use twin-ground, *Parallel-O-Plate** Glass in windows. For control of sun heat and glare, use *Parallel-O-Gray** or Heat Absorbing Plate. *Parallel-O-Gray* is neutral grey in color. Heat Absorbing Plate is pale bluish-green. Both effectively reduce transmission of sun heat to keep interiors cooler, but *Parallel-O-Gray* is more effective in reducing glare.

MIRROPANE*—Wherever it is desirable to observe children without their knowledge, *Mirropane*, the "see-thru" mirror, is the answer. On the brighter side it's a mirror that reflects objects in the room. From the darkened observation room, it's a window you can see through, but you won't be seen.

VITROLUX*—Used instead of masonry as an exterior facing material, also for interior partitions. Rich color, fused to the back of this clear, heat-strengthened plate glass, adds youthful beauty and cheerful character to any structure. It is resistant to weathering, crazing and checking. Standard maximum sizes of *Vitrolux* panels go up to 48" x 84". Special orders up to 60" x 84". Thickness: $\frac{1}{4}$ " plus $\frac{1}{4}$ " minus $\frac{1}{2}$ ". Sixteen standard colors, plus black and white. Also in nonstandard colors subject to manufacturing limitations.

For information on these L-O-F products, refer to Sweet's Architectural File 26-A, or call your L-O-F Distributor or Dealer (listed under "Glass" in the Yellow Pages). Or write to Libbey-Owens-Ford, 811 Madison Avenue, Toledo 1, Ohio.

SPECIAL BOOK OFFER

"Work Place for Learning" by Lawrence B. Perkins

A colorful, bountifully illustrated 64-page hard-cover book on school architecture by a noted authority. Available to school administrators, architects and other professional people for \$2 from L-O-F by special arrangement with publisher. (At bookstores \$4.) Send check to Libbey-Owens-Ford, 811 Madison Avenue, Toledo 1, Ohio.



LIBBEY • OWENS • FORD • 811 MADISON AVE. • TOLEDO 1, OHIO

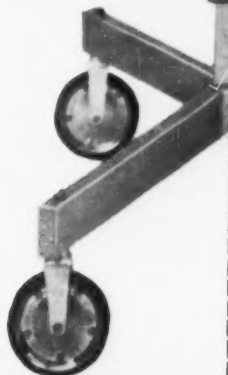
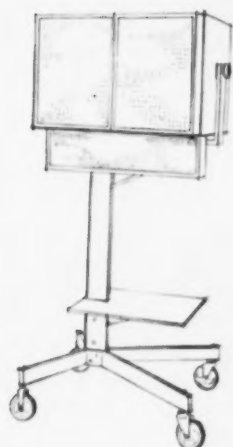
RCA VICTOR announces the first television designed and engineered specifically for education



The Lyceum is a new RCA Victor development in educational television . . . engineered especially for the classroom.

Check these features: "Fan-out" light shield to reduce glare and reflection . . . Two 8" RCA extended-range Duo-Cone speakers, 10-watt amplifier, providing room-filling power . . . VHF-UHF operation . . . 25% brighter picture, greater contrast for easy daylight viewing . . . 262 square inch viewable picture . . . Locks on speaker doors, control panel cover. Tamper-proof back cover . . . Super Signal Guide Tuner for outstanding reception . . . One-set electronic fine-tuning . . . Automatic channel equalizer . . . Tube Guard . . . RCA Security Sealed Circuits . . . Phono and stereo jacks . . . plus these optional accessories: 5-foot mobile stand with easy-rolling heavy-duty 5" rubber tire casters . . . Extra twin-speaker unit with 50 feet of cord . . . Accessory shelf to accommodate phonograph, tape recorder, books, or other classroom equipment.

These, and many others, are the features which make RCA Victor's Lyceum the outstanding unit for educational TV.



FOR COMPLETE INFORMATION, SEND THE COUPON TODAY.

RCA Sales Corporation, Box 1226-A17, Philadelphia 5, Pa.

Please send me further information on RCA Victor
Lyceum Educational TV Model 210-ET-750.

Name _____

School _____

Street _____

City _____ Zone _____ State _____

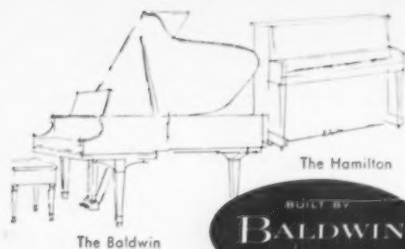
 **RCA VICTOR** 
THE MOST TRUSTED NAME IN TELEVISION

PIANO BY BALDWIN

at the request of Leonard Bernstein



...and at the request of thousands of schools



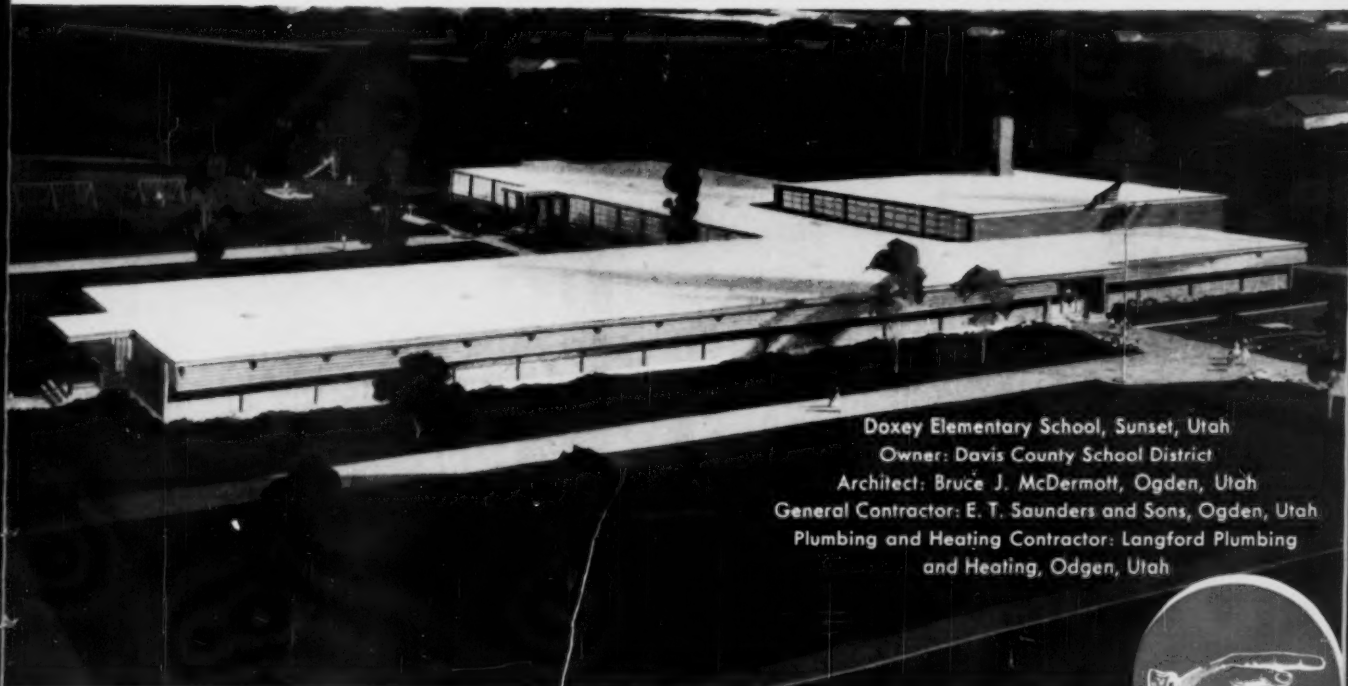
There is no greater endorsement of the Baldwin Grand than that of distinguished artists and educators who demand it exclusively. A Baldwin in your school auditorium will add the same brilliance and warmth to assemblies and music festivals as it does to a Bernstein concert in Carnegie Hall. For the classroom, the same master craftsmen who have created the Baldwin Concert Grand have also designed the Hamilton Studio Piano. Its full tone and responsive touch encourage learning, inspire teaching.

BALDWIN, ACROSONIC, HAMILTON, HOWARD PIANOS • BALDWIN AND ORGA-SONIC ORGANS

561st SCHOOL

**selects herman nelson
“now or later”
air conditioning**

DOXEY ELEMENTARY SCHOOL



Doxey Elementary School, Sunset, Utah

Owner: Davis County School District

Architect: Bruce J. McDermott, Ogden, Utah

General Contractor: E. T. Saunders and Sons, Ogden, Utah

Plumbing and Heating Contractor: Langford Plumbing
and Heating, Ogden, Utah

(turn page for cost data)



New architecturally styled *hermel-cool III* offers:

**OPTIONAL COLOR,
OPTIONAL FUNCTION,
OPTIONAL AIR CONDITIONING**

**and Nelson flexibility brings
the cost within any school budget**

Herman Nelson first made air conditioning economically practical for schools by providing it on an optional, "now or later" basis. *Now Herman Nelson offers brand new unit ventilator styling, optional color and optional function.*

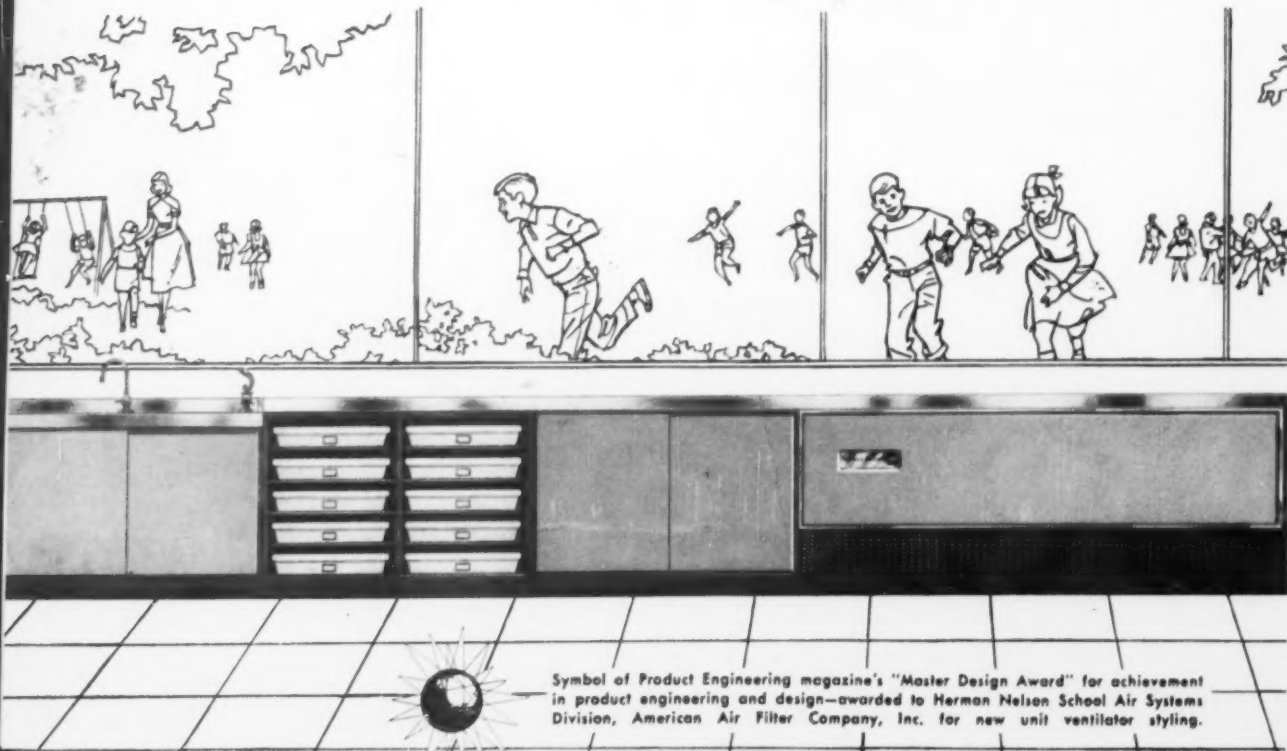
OPTIONAL COLOR! Six new accent colors: Flame Red, Kentucky Green, Topaz Blue, Brushed Orange, Sunset Yellow and Neutral Gray.

OPTIONAL FUNCTION! Your unit ventilator companion equipment can include (1) sink and bubbler unit, (2) sliding door cabinets, (3) open shelf cabinets, (4) magazine racks, (5) cubicle

cabinets and (6) 10- or 20-tray tote tray cabinets. All units, except sink and bubbler and magazine racks, are available in either stationary or mobile models.

And Herman Nelson offers low cost optional component equipment and optional air conditioning, making it easy to tailor your system to fit your school budget.

This new-color, new-function architectural styling is available with *all* Nelson unit ventilators—whether they provide for air conditioning or for heating, ventilating and natural cooling only.



Symbol of Product Engineering magazine's "Master Design Award" for achievement in product engineering and design—awarded to Herman Nelson School Air Systems Division, American Air Filter Company, Inc. for new unit ventilator styling.

COST DATA: DOXEY ELEMENTARY SCHOOL

Doxey Elementary School, Sunset, Utah; Owner: Davis County School District; Architect: Bruce J. McDermott, Salt Lake City, Utah; General Contractor: E. T. Saunders and Sons, Ogden, Utah; Plumbing and Heating Contractor: Langford Plumbing and Heating, Ogden, Utah.



at this price, can you afford not to provide for air conditioning?

Beautiful, rambling Doxey Elementary School is nestled within some of America's most rugged and picturesque mountain terrain—an area where temperature extremes range all the way from the heat of a scorching summer sun to the bitter cold of Rocky Mountain winters. As in schools in *every state*, Davis County officials selected a flexible HerNel-Cool unit ventilator “now or later” air conditioning system to accommodate the thermal needs of their school.

HerNel-Cool Unit Ventilators serve *now* as standard unit ventilators—heating, ventilating and cooling (with outdoor air) according to the needs of each classroom. But, this unique system can be converted to year-round air conditioning at any time in the future without interrupting educational activity or

requiring building alterations.

The cost for this system? Doxey Elementary School—26,660 sq. ft. with boiler and piping sized to accommodate 12 additional classrooms—cost only \$10.57 per square foot. This is in the same range as most other schools in this area that *have not* provided for future air conditioning.

By the time you read this report, far more than 561 schools will have selected “now or later” air conditioning by Herman Nelson. You can install HerNel-Cool unit ventilators at little or no extra cost — air condition at any time in the future by merely installing a Herman Nelson packaged liquid chiller in the boiler room. At *this price*, can you afford *not* to provide for air conditioning?



Mall coupon for FREE herman nelson FACT KIT on school air conditioning

Includes information on (1) how air conditioning affects the learning environment, (2) the cost of school air conditioning (including rule-of-thumb estimates you can use in your own planning), and, (3) the equipment for school air conditioning.

herman nelson

SCHOOL AIR SYSTEMS DIVISION OF

AAI American Air Filter
COMPANY, INC., LOUISVILLE, KENTUCKY

School Air Systems Division, Dept. 258
American Air Filter Co., Inc.
215 Central Avenue, Louisville, Kentucky

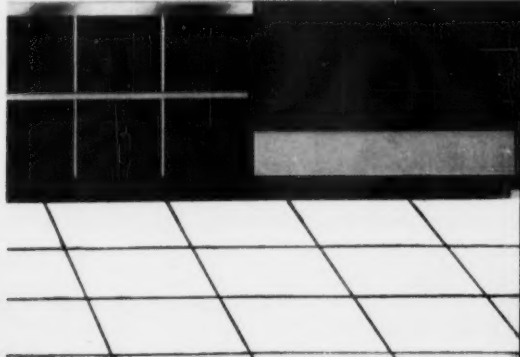
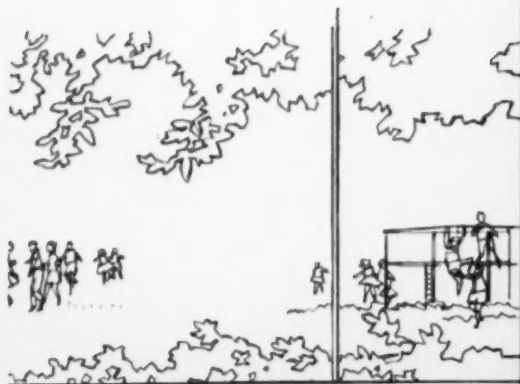
- ☐ FACT KIT on school air conditioning.
☐ Booklet: The case for air conditioned schools.

NAME _____

TITLE _____

ADDRESS _____

CITY _____ STATE _____



EVERY SCHOOL SYSTEM
REPORT CARD

FOR

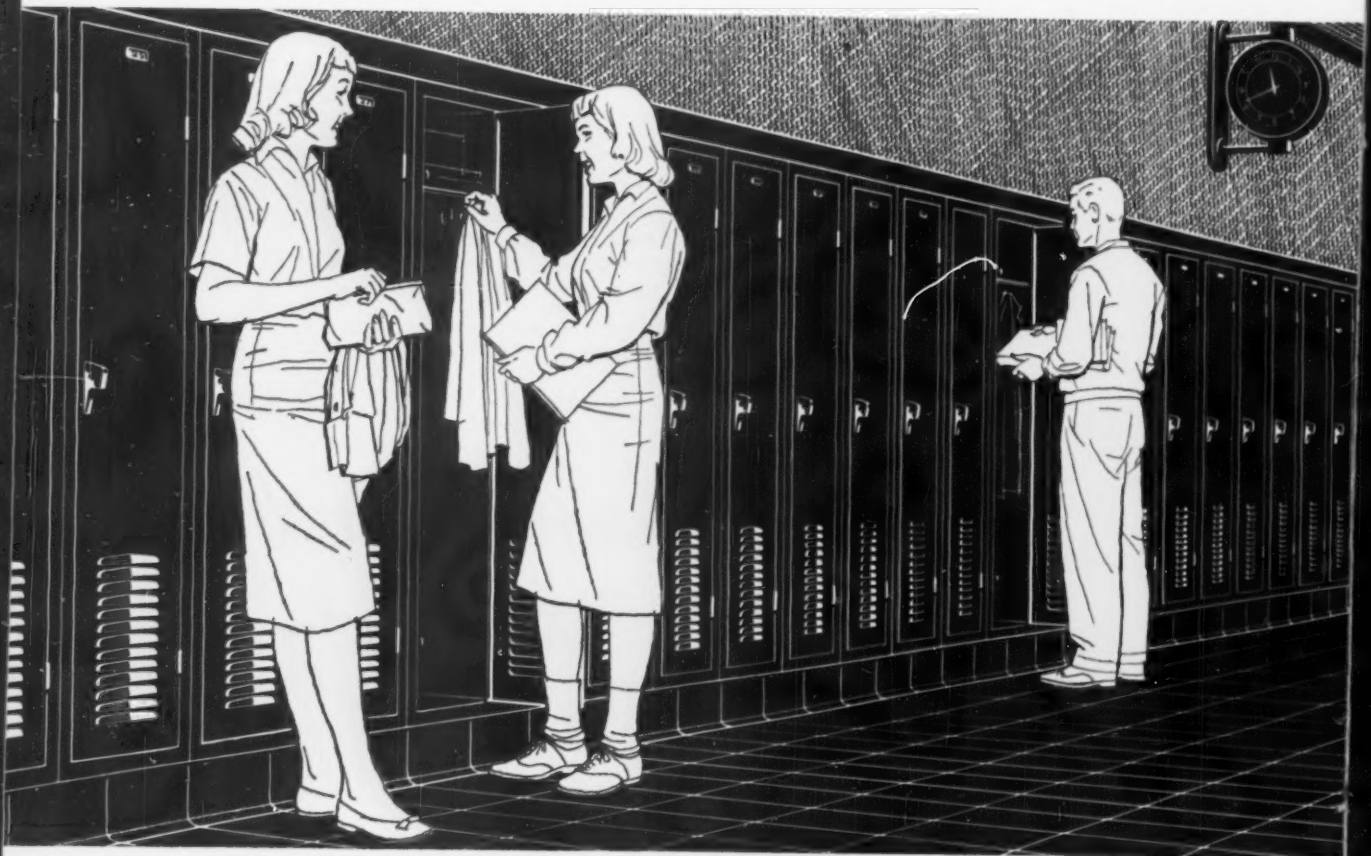
Republic Steel Lockers

<i>a</i>	BONDERIZED FINISH
<i>a</i>	LOW MAINTENANCE
<i>a</i>	ATTRACTIVE
<i>a</i>	LONG SERVICE LIFE
<i>a</i>	BAKED ON COLOR
<i>a</i>	TAMPER PROOF

School Administrator

SIGNED

**REPUBLIC
STEEL LOCKERS
GET STRAIGHT "a"
IN EVERY SCHOOL**



Year after year, Republic Steel Lockers are first of the class. First choice of school boards and school management people responsible for maintaining high operating efficiency and low maintenance costs.

Republic Steel Lockers are strong, sturdy, rigid. They combine smart styling and design with unitized construction for fast, easy installation. Last a lifetime. Provide full inside locker roominess, ventilation, and safety.

Bonderized to provide a superior base for anchoring the enamel finish to the steel surface. Extra protection that resists rust, moisture, bumps, scratches of everyday service. Bonderizing offers additional advantages measured in minimum maintenance and care.

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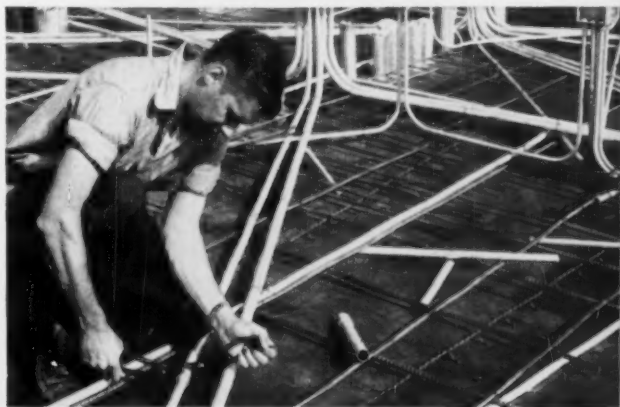


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All-Purpose Communication



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- Wiring is in same conduit as clock and program system . . . permitting substantial installation savings.

PRACTI-CALL system is incorporated
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PC Glass Blocks at Canevin High School



These PC Glass Block panels capture and diffuse natural daylight for classroom use at Canevin High School. The architects specified glass blocks to keep maintenance at a minimum, visual environment at a maximum. Below, a cheerful panel combining PC Glass Blocks and Color Glass Blocks casts a bright light on the building's end stairwell.

Architects: Celli & Flynn, McKeesport, Pa. General Contractor: Navarro Corporation, Pittsburgh, Pa.



a lighter, brighter learning environment—that keeps its good appearance with little attention

Natural light in every inside corner; freedom from glare; bright, cheerful working spaces and a crisp, appealing exterior. These are the major values PC Glass Blocks add to the new Canevin High School, Carnegie, Pa.

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Gentlemen:

Enclosed are pictures of the fire that we recently had in one of our elementary buildings. Two rooms were severely damaged by fire, smoke, and water.

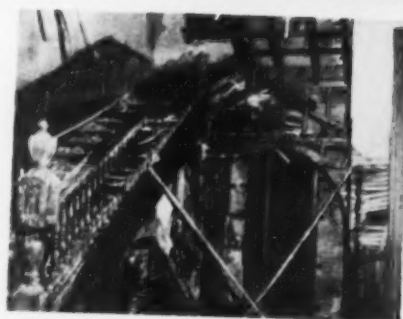
We were especially pleased however, at the ability of your HeyWood-Wakefield furniture to stand up under such conditions. Our only loss in school furniture was one of our kindergarten tables where the flames had burned the under side of the table top. All other furniture was cleaned with a cleaning soap and scouring powder and cleaned up so beautifully that it was impossible to tell what desks and chairs had been in the fire. The surprising thing was the total absence of blistered paint on the book boxes. The chrome on all desks and chairs came through the fire in perfect condition.

Needless to say, our Board of Education after examination of the furniture, felt that the cost of the HeyWood-Wakefield furniture certainly paid off in the long run.

Sincerely yours

H. A. Meyer
H. A. Meyer
Supt. of Schools

HAM/ch
Enc.

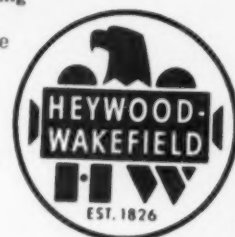


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Julius Sumner Miller, Professor of Physics at El Camino College, California, came to Cenco with ideas for four proved teaching devices which would stimulate student interest and demonstrate important laws in physics. Cenco engineers, in collaboration with Professor Miller, have designed and developed these new devices . . . a thermal expansion apparatus . . . a temperature coefficient of resistance apparatus . . . a rocket propulsion demonstrator . . . and a triple track inclined plane. These teaching aids fit into any physics course. They are sturdily built for student use and of large dimensions for lecture demonstration. Professor Miller is typical of scientists in both the teaching profession and in industry who come to Cenco and find a cooperative atmosphere for the development of new ideas. This is another example of new laboratory instruments from Cenco to aid in teaching the fundamentals of science.

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8 ways to enrich school curricula and improve administration

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The console shown here is the central control of an Executone sound-communication system for an average-sized K-8 or secondary school. Located in the General Office, it handles switching, programming, transmission and power amplification for all the services described below—and others that your special requirements may suggest. Its 5-channel capacity eliminates the need for more than a single conduit for signals or communication between any two points in the system. Identical functions are available in a vertical console, for use where office space is at a premium.



Supplement the teaching program with sound



Classroom audio-aids can give students access to sources of important teaching materials . . . can place each class in closer relation to the school and the world around it . . . can help develop each pupil's critical faculties. Leading educators value the availability of:

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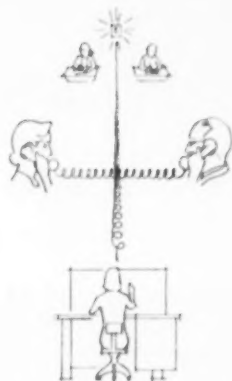
Recordings: from an ever-increasing fund of educational material on tape and discs.

Transmissions from other parts of the school: student musical programs; sports events; etc.

Recording and play-back facilities: for classes in choral and instrumental music; language and speech courses; drama workshops; etc.

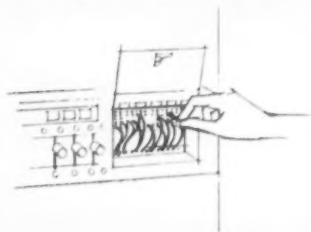
All these audio-aids can be supplied by a single Executone classroom reproducer . . . the same instrument that handles time signal, alarm and intercom functions. With a standard Executone system, any combination of rooms—chosen by selector-switches—can receive either of two simultaneous sound transmissions. Reproduction is of unusually high quality. Where recording and play-back are desired, rooms need only be supplied with microphone and tape-deck jacks. Amplification takes place at the main control console.

Speed administrative action: relieve over-burdened staff



Freedom to teach—and to work more productively—is one of the best answers to the chronic shortage of teachers and administrative personnel. Time savings increase in direct proportion to the staff's communication capabilities. Today, these can economically include: A) 2-way electronic voice intercom . . . between the office and any classroom . . . with complete privacy safeguards. B) Private-line room-to-office and room-to-room intercom . . . with call origination from any point. The Executone system offers all the above, providing 2-way remote-reply intercom through each classroom speaker . . . optional private-line handset communication using an independent channel carried by the same wiring.

Save money & space in providing variable time programs



Classes with varying time requirements need no longer be subject to an inflexible set of signals. But conventional time-programming equipment—including independent crossconnect panels, relay racks, classroom buzzers and wiring systems—is bulky and expensive.

The Executone system includes a remarkably compact, easily accessible peg-board programmer—which allows each classroom to be placed on any one of six different time programs within seconds. This function is built directly into either standard console! The costly conventional system is eliminated.

Preserve student discipline during unsupervised intervals



When teachers must leave their classes, the maintenance of discipline usually depends on the presence of a substitute. Faculty members may now be relieved of this non-productive extra duty. Unattended students can be monitored from the Office—through the Executone speaker—and notified by its open-line signal light that they are under remote supervision.

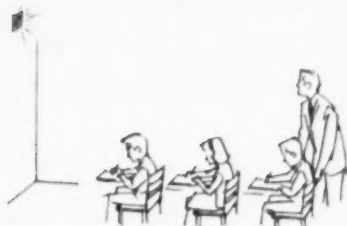
Control student transportation

Teachers find it especially difficult to keep order—and prevent delays—when restless students must await loadings of homeward-bound school buses. This condition is relieved when children are permitted to play freely—until summoned to the loading area in proper groups and directed to their buses.



This can be achieved through an inexpensive adjunct to the Executone system: a microphone jack at the loading area and speakers at loading and congregation areas. Both microphone and speaker wiring run in the same conduit. The amplifiers at the main console are utilized. Any available microphone can be plugged in at dismissal time.

Preserve the continuity of classroom activities



Communications in the modern school go a long way toward assuring uninterrupted class activities. But care must be taken that the facilities which make this possible are not themselves a disruptive influence. This is the case where calls make it necessary for teachers to drop what they are doing, to approach or handle equipment . . . or where a call interrupts a sound transmission.

Executone removes both of these contingencies. Through-the-speaker calls, for brief conversations, can be answered by the teacher from any point in the room—without raising her voice. And use of the optional handset channel for longer conversation prevents interference with concurrent sound programs.

Prevent confusion and panic in emergencies

Leading administrators have long felt the need for greater control of student bodies in emergencies. They seek alarm signal facilities to augment standard fire alarm systems—for such special contingencies as air raids. To control student movements in critical situations, they wish to make it possible for any staff member to broadcast voice instructions—without having been trained in the use of sound equipment.



In the Executone system, the same components used to produce time signals will also provide supplemental alarms. Executone furnishes duplicate signal generators—for fail-safe standby duty. For follow-up voice instructions, after an alarm, a staff member need only touch the 'emergency' bar at the Executone console. This overrides all other transmissions . . . allows him to speak immediately to the entire student body.

Provide quality-controlled sound for audience activities

No audience facilities are so intensively used as those in the modern school. Auditoriums and gyms serve not only during the school day—but also for adult and community activities . . . for socials and special events. Sound reinforcement equipment must be designed to high standards. And controls must be efficient. Conventional microphone mixing units—because of A-C power, ventilation and space needs can seldom be situated where they do most good.

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Report

from WASHINGTON

By EDGAR FULLER



Photo by Harris & Ewing.

NO SCHOOL BILL passed as Congress adjourns. N.E.A. blames minorities in both parties. Issue appears too hot for election year.

Congress adjourned without enacting a school bill. There was talk about compromise on Senate and House approved bills until the end. Fundamentally, the legislation failed because any practicable compromise was objectionable to too many people in an election year.

PAN AMERICAN UNION

A compromise would have required dropping the Powell amendment from the House bill to avoid a Senate filibuster, and liberal Democrats feared trying to explain this to their constituents. The administration insisted upon dropping salary provisions from the Senate bill and upon immediate state legislative appropriations, thus alienating numerous supporters of the legislation. Such changes would have subjected congressmen on both sides to strong

political attacks, so the House rules committee obliged by postponing a showdown until next year.

The National Education Association charged that congressional minorities of both parties, using tactics of deliberate delay, had tragically thwarted the will of the majority. It called for a larger favorable majority in the next Congress.

Rep. Adam Clayton Powell, prospective 1961 chairman of the House committee on education and labor, held a press conference as the session expired. He promised to expedite labor and educational legislation next year by holding back any Powell civil rights amendment until legislation reaches the floor of the House. He hopes that presidential action will, even then, make his amendment unnecessary.

BRADEMUS AMENDMENT would revise formula for distribution of federal school lunch funds. Participation rather than population is basis of amendment.

Since the National School Lunch Program was made permanent on July 1, 1946, it has grown by leaps and bounds. Last year nearly 13 million children ate more than 2.2 billion complete meals at school, and the total cost of the program was more than \$1 billion. In addition to large amounts of surplus agricultural commodities distributed to school lunch programs under Section 32 of the Agricultural Adjustment Act, the federal government authorized funds totaling \$155 million for the National School Lunch Program last year.

Of the total authorization of \$155 million, \$93,800,000 was apportioned to the states as federal cash assistance. The formula of the 1946 law allocated the funds on the basis of relative per capita personal income and school-age population of the respective states. As the formula actually works out in the schools, serious imbalances have developed. It does not take into account how many school lunches are served. The formula gives each state a lump sum, and the larger the number of school lunches the less the state can reimburse for each lunch.

In order to correct this and other imbalances, Representative Brademus of Indiana introduced legislation in the short session of Congress. Hearings were held August 23 and 24. The Brademus proposal (H.R. 13016) seeks to accomplish four principal purposes:

1. Revision of the formula to make federal funds for each state dependent upon need per Type A lunch as measured by relative per capita personal income and total need as measured by the rate per lunch multiplied by the number of lunches served.

(Continued on Page 40)

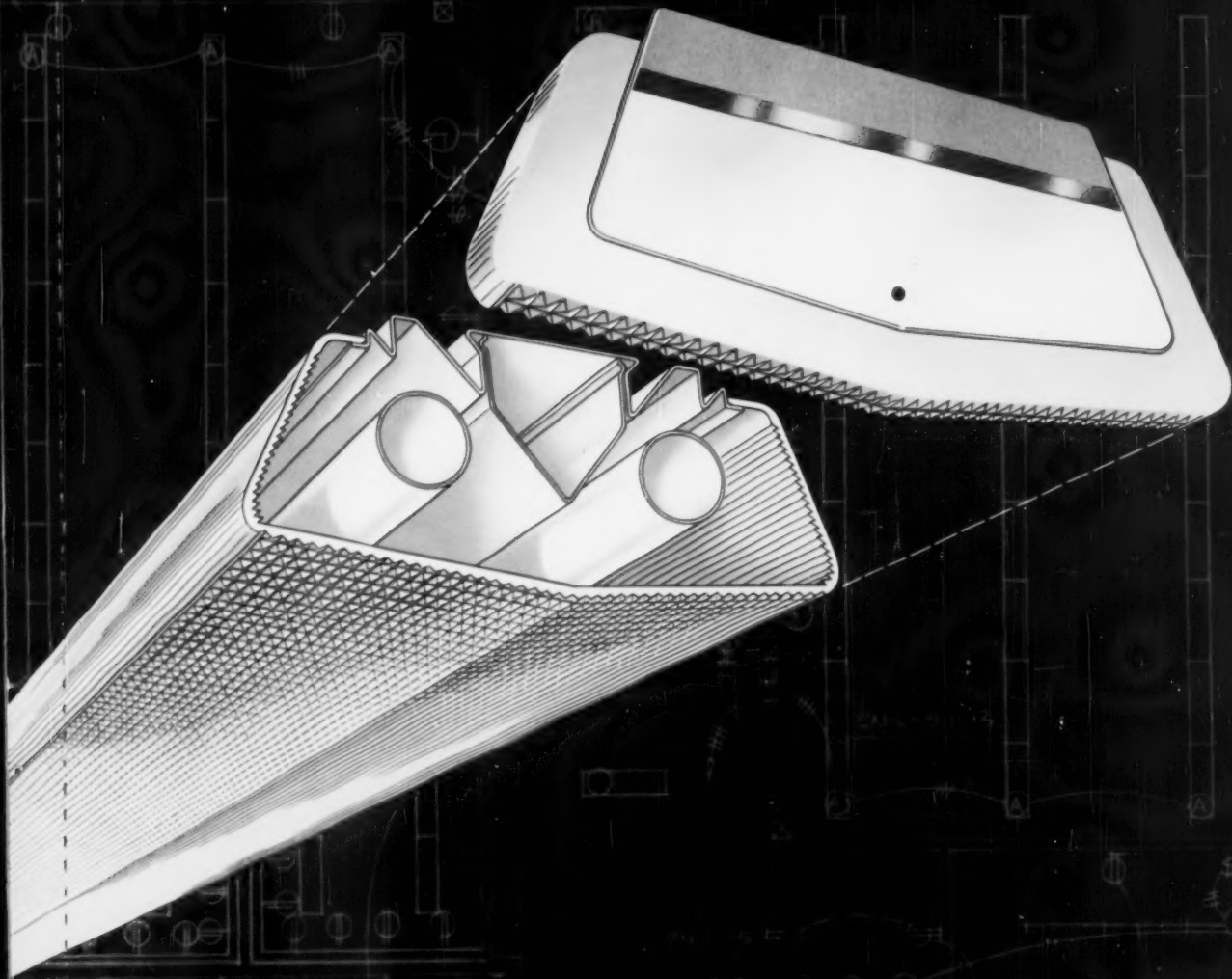
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Report From Washington

(Continued From Page 36)

2. Further revision of the formula so that states with personal incomes equal to or higher than the national average per capita personal income would be authorized to receive 5 cents per Type A lunch, with the other states authorized to receive up to 9 cents per Type A lunch in inverse ratio to their respective per capita personal incomes.

3. Application of the new formula to equalize reimbursements to nonprofit private schools and public schools in the 29 states and Guam in which the program in nonprofit private schools is

administered directly from the Department of Agriculture to the local schools, rather than through state departments of education. The change in the formula from the counting of school-age population to the counting of participation rate in terms of Type A lunches would automatically make this adjustment.

4. Authorization of approximately \$1,173,000 in federal funds now allocated to the Secretary of Agriculture for federal administration, but not used, to be allocated to state departments of education for school lunch administration upon application by the states. These funds would enable states to do a better job of supervising the school lunch. They

would also permit the states to assume some functions, such as auditing, now performed by the Department of Agriculture in a large number of states.

U.S.D.A. LIKES EFFECT, but not enthused about formula itself. Admits present formula's faults.

The Department of Agriculture favored the effect of the formula in the Brademas bill insofar as it would equalize reimbursements for public and nonprofit private schools in all states, but not enough to favor the formula itself. The Department opposed changing the formula because federal surplus foods are already distributed on the basis of relative participation in the school lunch program. Also clearly implied was opposition because the minimum 5 cents reimbursement per lunch, with equalization up to a maximum of 9 cents according to need, would require larger appropriations by Congress.

While recognizing the financial needs of a growing program, the Department's current position is that the states and localities should bear an increasing share of its cost. Inequities in the present formula were admitted and deplored, and the Department asked for additional time to study how to eliminate them.

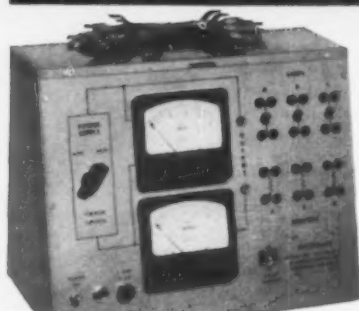
PRESENT LAW ignores lunch participation rates — in fact, provides incentives for low participation. Inequities result.

Proponents of H.R. 13016 pointed out that there is no significant recognition of need in the operation of the present formula. In 1960, for instance, the 25 richest states averaged 4.39 cents per Type A lunch, and the 25 poorest states only 4.53 cents. Moreover, some gross inequities have developed among the states. To illustrate, the third wealthiest state receives the same amount per lunch as the forty-second wealthiest state; the fourth wealthiest state receives more than the fortieth wealthiest state; the sixth and seventh wealthiest states receive the same amount per lunch as the forty-ninth wealthiest state; the eighth wealthiest state receives a higher reimbursement per school lunch than any one of the 34 poorest states.

These anomalies exist because school lunch participation rates are ignored in the formula of the current law. It provides incentives to the states, and to school districts already in the program, to keep school lunch participation low so that reimbursements per lunch may be high. On the other hand, efforts to increase participation are deterred because more lunches served would reduce the reimbursement per lunch. Proponents of H.R. 13016 believe that ex-

(Continued on Page 42)

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Report From Washington

(Continued From Page 40)

tensive participation indicates the need for school lunches as well as professional leadership and that the law should not continue to penalize either.

So far as the appropriations are concerned, the Department of Agriculture has estimated that the formula of H.R. 13016 would have required \$126 million last year. The current cash appropriation under the National School Lunch Act is \$110 million of which \$15 million has been reserved for commodities to be purchased under Section 6 of the law.

OVER H.E.W. Department opposition, Ike signs bill for big increase in aid to federal land-grant colleges and universities.

The 68 land-grant colleges and universities have been federally aided since the Morrill Act was signed by President Lincoln in 1862, but appropriations fixed in this and related laws have been completely outgrown. So Congress recently increased from \$1,501,500 to \$4,300,000 the annual grants to these colleges and universities on the basis of the relative population of their respective states.

It also increased from \$1 million

to \$7,650,000 the annual appropriation under the Bankhead-Jones Act, with funds distributed on a flat grant basis to the states.

Passage was opposed by the Department of Health, Education and Welfare on the ground that the law applied to a single class of institutions rather than to all institutions of higher education, but the President signed the bill.

There was no real opposition in Congress to the bill. Some of its congressional supporters who have habitually made orations against "federal aid" for education of less than college grade, however, were thoroughly chided for inconsistency during the discussion in the House.

The 478 per cent increase, like the original grants, will be used by the land-grant colleges and universities for current expenses.

ALLOCATIONS of federal money for highways, desirable as they are, still make financing of education more difficult for states.

The federal government has allocated \$2,893,750,000 to the states for highway construction in the fiscal year beginning July 1, 1961. This includes \$2.2 billion for the 41,000 mile Interstate Highway System, and \$693,750,000 of an authorized \$925 million for the extension and improvement of primary and secondary roads. During the four years from 1957 to 1961, federal road subsidies totaled \$14,150,000,000.

When the Interstate program was inaugurated in 1956, its estimated cost was \$27 billion. The estimate is now in excess of a total cost of \$41 billion or more.

The Interstate system is being constructed with earmarked funds entirely outside the regular federal budget, chiefly from excise taxes on gasoline and tires. Its administration has been plagued by shortages of funds, project scandals, and other circumstances that have forced federal controls to be tightened.

Federal support for education is made more remote and state appropriations for education are made more difficult by the highway program. Federal controls over highway construction are necessarily stricter than any in education, but they nevertheless affect federal support for education. Interstate highways offer 90 per cent federal funds, and such financial incentives are irresistible in state legislatures.

However desirable as highways are, they deplete state and local tax resources twice. The federal gas tax is paid daily, and the legislature's tax again to match the federal grants. The financing of education will be easier if and when the interstate highways are completed.

new safety feature!

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**Automatic Safety Gear
now standard equipment
on 10" and 11" models**

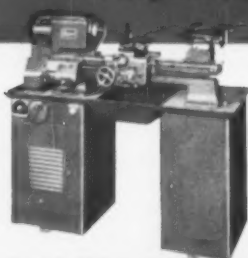
All Logan 11", 12" and 14" lathes as well as models 1825 and 1875 (shown) 10" lathes, now offer positive overload protection without additional cost. Exclusive Automatic Safety Gear absorbs shock of sudden overloads when threading, preventing gear damage from spindle to gear box. Also protects all gears in gear box up to 52 threads per inch. The combination of this Safety Gear and spring-loaded lever-operated clutch in apron gives the same protection for corresponding feeds. Can be factory-installed on other models of new 10" and 9" quick-change lathes. Available for present Logan quick-change lathes: \$10 for 9", 10" and 11" sizes, \$15 for 12" and 14".

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12" Lathe

Model 1825
12" swing, 1" collet, 13 1/2" bore

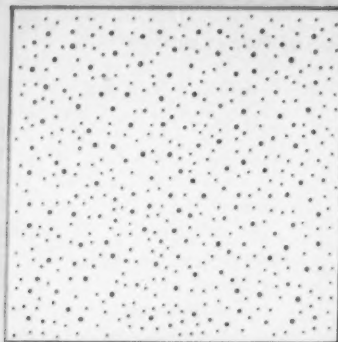


10" Lathe

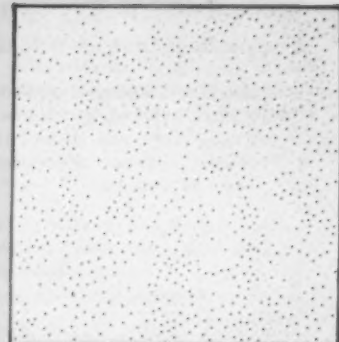
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Manual on Management of School Finance Keeps Business in 'Educational Perspective'

BUSINESS MANAGEMENT OF LOCAL SCHOOL SYSTEMS. By Stephen J. Knezevich and John Guy Fowlkes. Harper & Brothers, 1960. Pp. 328. \$9.

"School business procedures should be kept in an educational perspective. As important as fiscal management may be, it is regarded in this book as a means to an end."

Thus this comprehensive manual and basic text on the problems of school

financial management is placed in proper context by its two authors, both of whom have taught courses in the business management of schools and have served as consultants in this field to local and county school systems and state departments of education. Dr. Fowlkes, a licensed public accountant, is professor of education at the University of Wisconsin. Dr. Knezevich is associate professor of education, director of the Iowa Center of Research in School

Administration, and school plant consultant, University of Iowa.

The authors hold that the school business official should be recognized as an important member of the administrative team "who has a significant contribution to make in the decision making process, as well as in executing business functions." They believe, too, that he must be well rounded in educational matters, that teaching experience is highly desirable, and that the program of professional preparation should include experiences and understandings in educational philosophy, educational psychology, problems of classroom instruction, and an over-all view of educational administration.

"Business Management of Local School Systems" was designed to serve as a text for college classes, particularly the graduate students, and as a source book and manual for superintendents and school business officials. The authors, who draw on both their business and teaching experiences, give illustrations from actual school situations and frequently refer to writings of practicing school officials.

Treated thoroughly are such topics as accounting for receipts and expenditures, auditing, cost analysis, insurance and property management, as well as management of indebtedness, purchasing, financial reporting, salary scheduling and payroll administration, accounting for student body activities, school transportation, and food services. Included are many graphs, accounting forms, and tables.

The book incorporates material from publications of the U.S. Office of Education. For example, Handbook No. 2 forms the backbone of Chapters 4 and 7; Chapter 11 is based in part on a preliminary draft of the handbook on student body activity funds, still in the process of development, and Chapter 14 is based on a preliminary draft of the manual on property accounting, still to be published.

In textbook fashion, each of the 16 chapters has its own summary, review questions, and selected references.

Samplings of ideas expressed on the various chapter subjects follow:

The Budget. This document is the heart of fiscal management; it is the fiscal interpretation of the educational program. School districts were among the last governmental units to employ budgets as an instrument of planning and control of resources.

Accounting Systems. School accounting serves best when it communicates an accurate picture of the financial nature of the district. Accounting systems should be flexible to permit shifts in design and operation as educational programs change in character and scope.

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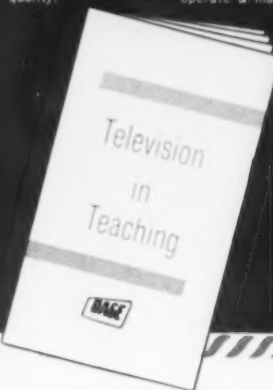
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know-how, can help you plan the **complete** Educational TV system . . . to meet today's . . . and tomorrow's . . . needs. Start small — as little as one camera and viewing monitor — or with the largest system; confident that equipment will not be obsolete, regardless of growth.

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Income. School revenues increased about 500 per cent during the 25 years after 1930. Careful accounting is one method of protecting school district funds. It is imperative that all persons who collect school money or keep records be bonded. All checks and vouchers should be validated by at least two signatures. It is strongly recommended that the U.S.O.E. "Financial Accounting Handbook" be used as a basis of achieving uniformity in accounting for school receipts.

Purchasing. The requisition initiates the purchase order. The purchase order initiates the purchase act. The order is one of the fundamental or primary accounting transactions. (The text lists 28 factors that should be considered in making purchases.)

Salary Schedules and Payroll. Salary payments make up 80 to 90 per cent of current school expenditures. A salary schedule is a formally adopted policy statement for the payment of salaries to personnel. Maximum salaries for teachers should be at least twice the minimum, but this recommendation is ignored in most systems. Salary payments should be centralized in one office, as the payroll department must be kept fully informed.

Accounting for Expenditures. The checked and approved invoice is a basic accounting document; it supports the issuance of instruments authorizing payment of funds from the school treasury.

One of the most promising developments is the ever increasing use of accounting machines, which can print the voucher check, make the entry into the chronological journal record, and post the expenditure to the desired distribution ledger in one operation. Educational policies should never be exercised through school audits. There is evidence of the need for improvement in school district audit laws.

The object of cost accounting is to ascertain and evaluate the cost of operating various phases of the educational program. Unit cost analysis goes a step farther in attempting to relate what was accomplished for the price paid.

Financial Reporting. Industry has moved far ahead of schools in producing more interesting annual reports. Suggestions made for popularizing school reports through carefully edited copy and the use of illustrations to dramatize facts presently buried in statistical tables have not been utilized to the extent desired. There is need for legislation to determine which records should be kept and which destroyed. Microfilming helps to reduce storage requirements of permanent records, but the high cost and possible legal problems should not be overlooked. In the absence of statutes

to the contrary, many school records and reports can be disposed of after 10 years.

Student Activities. It is not easy to distinguish between what is curricular and what is cocurricular. In most states legislation defines the responsibilities of school boards in this area. Students can help formulate policies related to business management of student activity funds, but dispersing, accounting, and reporting should be performed by a professionally prepared adult member of the school staff.

Indebtedness and Capital Outlay Financing. This year school indebted-

ness will exceed \$5 billion. Interest payments by schools will cost more than \$200 million annually in the future. Still, debt services represent a comparatively small per cent of total expenditures for education. Current tax receipts earmarked for new buildings must be regarded in most communities as a supplementary financing source, rather than as a substitute for bonding. Debt limitations based on unrealistically low percentages of property valuation can interfere with the needs and desirable improvements in education.

Operation and Maintenance. The total value of school plants and equipment
(Continued on Page 148)



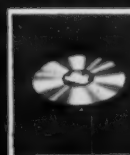
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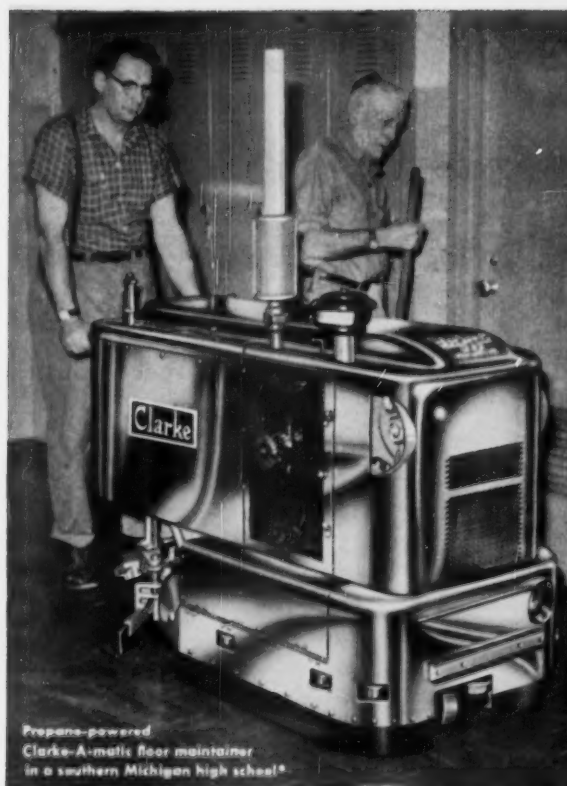
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... and cuts man hours in half

Thanks to the Clarke-A-matic self-propelled floor maintainer, cleaning school floors is no longer the costly and back-breaking job it used to be. At a new senior high school in southern Michigan*, for instance, the tile and terrazzo floors of the 50 rooms and corridors were completely cleaned in two and one half days during a recent vacation period.

"One of our biggest aids in speeding cleaning is our Clarke-A-matic floor machine," says the school's maintenance supervisor.* "It automatically meters solution, scrubs the floor, picks up dirt and solution and squeegee-dries—all in one operation.

"One man operates the Clarke-A-matic while

a second man cleans the hard-to-get-at corners. These two men do the work that formerly required four men with mops. They get the floor cleaner, too, because the Clarke-A-matic actually *removes the dirt*. It does the job better and saves many back-breaking man hours." And by cutting man hours in half, it *drastically reduces cleaning costs*.

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Mr. Stanley Buchacz, President of Justice
School District No. 109, Justice, Illinois, says:

**“Our teachers have found
with a thermostat**



Mr. Stanley Buchacz, in one of the classrooms in Justice Elementary School. A thermostat on the wall keeps the temperature just right for more take-home learning.

students concentrate better on the classroom wall"



Honeywell wall thermostats keep classrooms in Justice Elementary School uniformly comfortable. This makes for more take-home learning and prevents wasteful overheating.

"At Justice Elementary School, teachers never complain about classroom temperatures," says Mr. Buchacz. "That's because Honeywell thermostats call for just enough heat to keep each classroom comfortable. The temperature is always right for teaching and for learning."

Honeywell thermostats on the wall not only assure maximum learning, they also help keep fuel bills at a minimum. They keep temperatures in the classrooms at the precise level selected. There is never any wasteful overheating. And thermostats in classrooms not in use can be turned down to help reduce expenses.

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Your school will also benefit from Honeywell temperature controls. For complete information, call your nearby Honeywell office. Or write Honeywell, Dept. NS-10-139, Minneapolis 8, Minnesota. In Canada, write Honeywell Controls, Limited, Toronto 17, Ontario.



This is the Honeywell Round, the world's most popular thermostat. It will enable your teachers to adjust temperatures to fit specific classroom activities.

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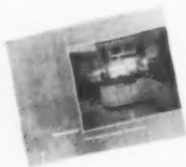
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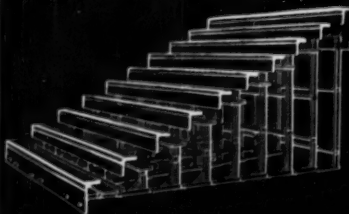
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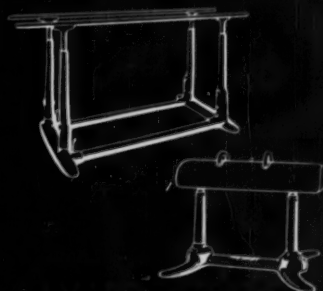
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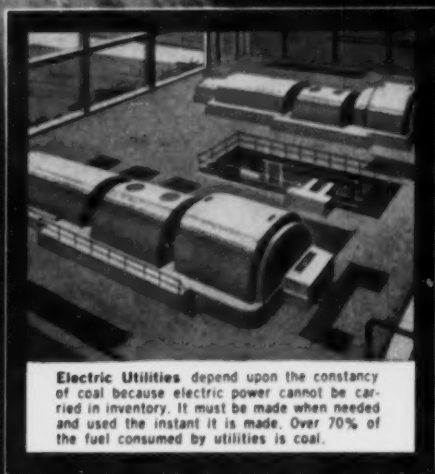


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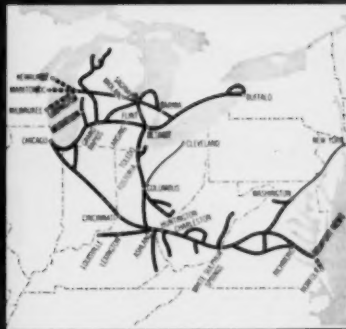
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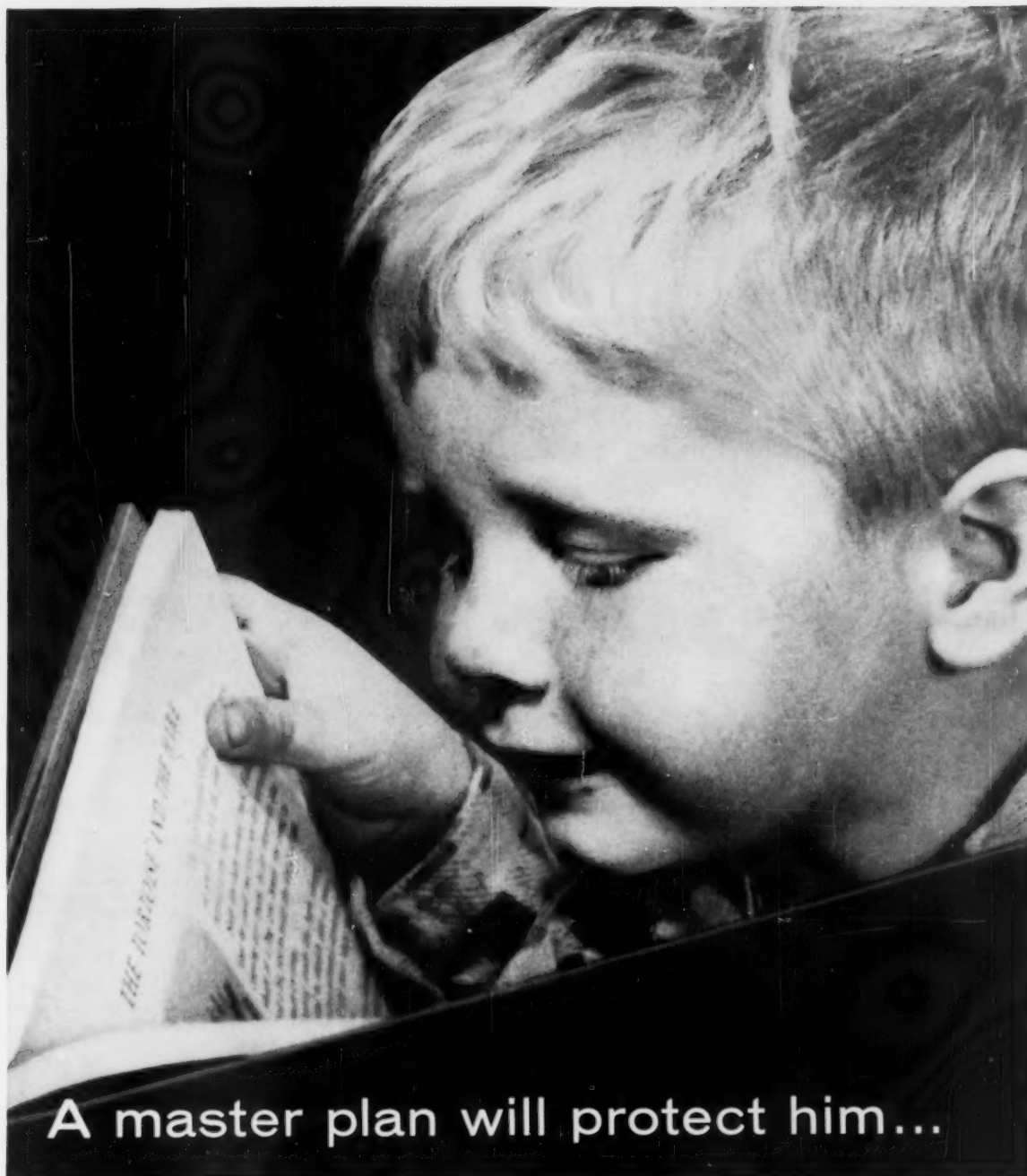
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More than 1000 Gamewell Master Fire Alarm Boxes have been ordered at city expense so that one may be installed in front of each of the city's public, parochial, and private schools. These Master Boxes, which will provide direct lines to Fire Department Headquarters, are the heart of a master plan

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This plan is the result of a thorough investigation of all available protective facilities. The most positive and practical solution proved to be Gamewell Coded Master Boxes.

To guard against public apathy, the city passed an ordinance requiring that all schools have automatic fire alarm protection directly connected to the municipal system. And "must" deadline of Feb. 1, 1961 was set for complete

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The Gamewell Company is proud to be a part of this outstanding effort and fervently hopes that it will stimulate similar action in towns and cities across the nation. THE GAMEWELL COMPANY, 1629 Chestnut Street, Newton Upper Falls 64, Mass. A Subsidiary of E. W. Bliss Company.

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Hilltop Elementary School, Wyoming, Ohio. Charles Burchard, A. M. Kinney Associates, architects & engineers, Cincinnati; Peck-Hannaford & Briggs Co., mechanical contractor, Cincinnati.





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IN THE CLASSROOM—Stationary cars, a series of special training films and an automatic score recording unit are basic components of the Drivotrainer classroom system. By multiplying the number of students that can be taught by one instructor, Drivotrainer permits more efficient use of teaching time available.

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is duplicated by the film series used. Photographed from a moving car, films project on the screen what student would see through his own windshield. Students can be drilled in a full range of highway emergency situations until a satisfactory level of proficiency is achieved.

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Saves teaching time—hours needed for on-the-road instruction in dual-control car can be cut in half, still meet required standards.

Cuts costs per pupil—training more students in less time, *without* increasing the teaching staff, results in measurable economy.

The Drivotrainer system was originally developed as a public service by the Aetna Casualty and Surety Company through extensive work with a panel of nationally known educators. To carry this program forward, Rockwell Manufacturing Company is now producing and distributing the Drivotrainer for use in schools as well as for application in the re-training of experienced drivers. For further information on the Drivotrainer installation best suited to *your* needs, write: Rockwell Manufacturing Co., Drivotrainer Division, 403K N. Lexington Ave., Pittsburgh 8, Pa.



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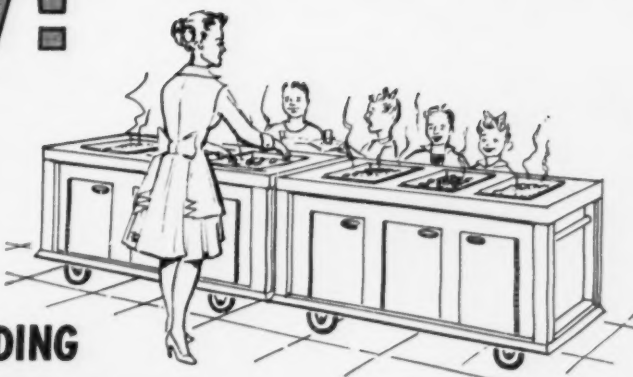


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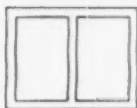
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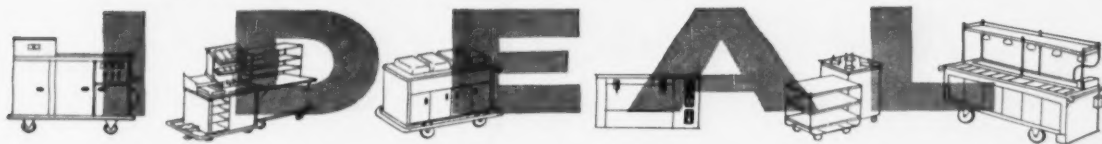


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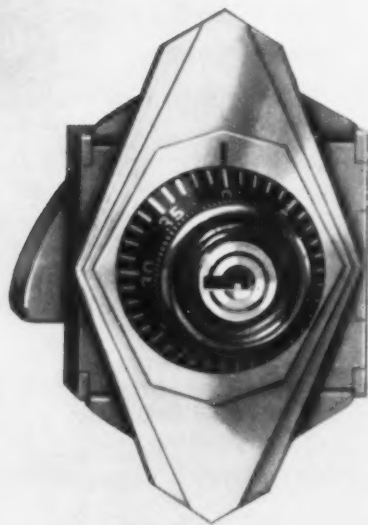
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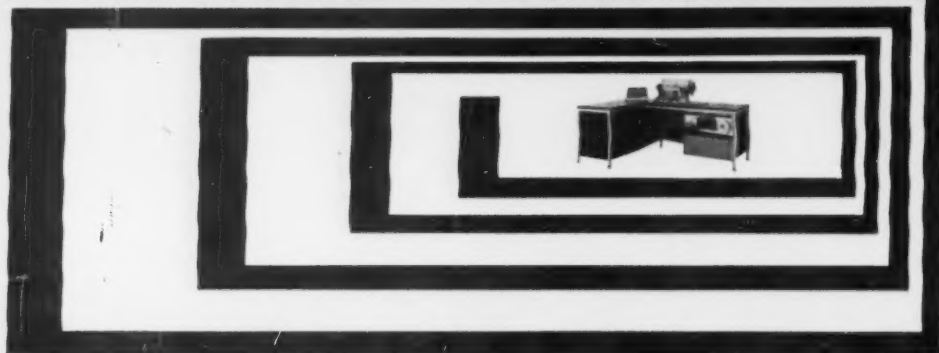
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The new cafeteria at King's College, Wilkes-Barre, Pennsylvania, features such unexpected cafeteria equipment as a Bastian-Blessing 5' sandwich unit, and a 30-gallon Fast-Serv soda fountain. Each line starts with a 76" food warmer. Lacy, Atherton and Davis, Wilkes-Barre, Pa., Architects.

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LOOKING FORWARD

Bible Reading Becomes National Issue

WITHIN the next few weeks the United States Supreme Court will decide whether it wants to rule on one of the most controversial practices in the public schools: the reading of the Bible as a classroom exercise.

The case comes to the attention of the highest court of the land as an appeal from the decision of the Eastern Pennsylvania United States District Court. This court has ruled that the required Bible reading in the public schools of Pennsylvania is contrary to the First and Fourteenth amendments to the United States Constitution.

Here is an issue that has been debated in the legislative halls of nearly every state in the union. Daily Bible reading in the classroom is required or permitted by law in 37 of the 48 states in continental United States, according to a study made by Don Conway and published in the *International Journal of Religious Education* in 1956. Twelve of these states *require* daily Bible readings, another 12 specifically *permit* such readings, while the other 13 states have adopted no laws pertaining to this practice, leaving the decision optional with the local school board. Conversely, in 11 states daily reading from the Bible is *prohibited* by state law, judicial decision, or opinion of the attorney general. The statistics have changed very little since this study was made.

The current situation involves the probability that sooner or later the United States Supreme Court will act on all of the controversial aspects of school practices that are alleged to be a violation of the separation of church and state. This includes not only Bible reading, but prayer, hymns, Christmas and Easter programs, and any other religious symbolism.

SUPREME COURT DETERMINES POLICIES

Up until now, these questions have been matters for the state legislature and the state courts to decide. However, the Supreme Court has not hesitated to act on other questions of policy that involve state and church separation. It ruled on questions of released time for religious education in the *McCullum* and the *Zorach* cases. It did not hesitate to rule that it is within the law for the public schools of New Jersey to provide free transportation for parochial school pupils. Back in 1925 it protected private and parochial schools by prohibiting the state of Oregon from legislating such

schools out of existence. And most significant in its impact was the May 1954 decision, outlawing the principle of separate but equal public schools.

The Pennsylvania appeal could become another milestone in the history of the United States Supreme Court and its control of public education. The facts are these:

Ever since 1913, the state of Pennsylvania had required that the reading of verses from the Bible be conducted in all classrooms, and failure to do so could result in the dismissal of the teacher. The law read:

At least ten verses from the Holy Bible shall be read, or caused to be read, without comment, at the opening of each public school on each school day, by the teacher in charge: Provided, that where any teacher has other teachers under and subject to direction, then the teacher exercising such authority shall read the Holy Bible, or cause it to be read, as herein directed.

If any school teacher, whose duty it shall be to read the Holy Bible, or cause it to be read, shall fail or omit so to do, said teacher shall, upon charges preferred for such failure or omission, and proof of the same, before the board of school directors of the school district, be discharged. (Amended May 9, 1949, P. L. 939.)*

When this statute was challenged by parents in Abington, the legislature amended the law to provide that children may be excused during the time of the Bible reading, if so requested in writing by the parents. On the basis of this amendment, the reading of the Bible has continued in the Pennsylvania schools.

DISTRICT COURT DECISION APPEALED

Meantime, the Pennsylvania attorney general and the counsel for the school district of Abington Township, Montgomery County, Pennsylvania, on Aug. 5, 1960, requested the United States Supreme Court to reverse this 1959 ruling of the federal district court, as it pertains to the reading of the Bible in the public schools. It is expected that the Supreme Court will wait until October or November before announcing whether it will accept the appeal. Because of the appeal, a stay of proceedings has been granted by the lower court and the status quo remains in effect until the higher court rules on the question.

(Continued on Next Page)

*Schempp v. School District of Abington Township, Pennsylvania, Civil Action No. 24, 119.

The plaintiffs in the Abington case were members of a Unitarian church. They contended that the literal reading of the Bible, particularly the King James Version, was contrary to their religious beliefs. Furthermore, they insisted that Bible reading in the Abington schools "constituted an establishment of religion and a prohibiting of the free exercise thereof."

Reporting on the court's decision, Lee O. Garber, school law consultant for THE NATION'S SCHOOLS, writes:

"The court noted that there were many versions of the Bible and stated that 'all are known primarily as books of worship.' To this it added: 'Inasmuch as the verses of the Bible address themselves to, or are premised upon, a recognition of God, the Bible is essentially a religious work.' It argued that it was unrealistic to think of the Bible as a work of historical and literary significance and to refuse to recognize it as a religious document. The court stated that if the study of the Bible as a work of literary and historical significance could be separated 'from the espousal of doctrinal matters and religiousness,' there would be no objection to its use in the schools.

BIBLE IS BOOK OF WORSHIP

"To the defendant's contention that the effect of reading the Bible without comment was to permit each listener to interpret what he hears as he wishes and therefore does not inculcate religion, the court held this argument was unsound for two reasons. First, it ignores the religious nature of the Bible or it assumes that the listener can disregard its religious quality. In the second place, children will interpret the Bible in light of their own religious instruction so as to make it conform to their own beliefs.

"The court then concluded that the effect of the statute was to prohibit the free exercise of religion, and also that it interferes with the rights of parents. It stated: 'The right of the parent to teach his own faith to his child, or to teach him no religion at all, is one of the foundations of our way of life and enjoys full constitutional protection.'"

TEST CASE IN FLORIDA

Meantime, another case much broader in scope is developing in Dade County, Florida. The trial started in a Miami courtroom July 18, and continued for several days. Then it was recessed for several weeks because of a death in the judge's family. The Miami test is supported by the American Jewish Congress, which has announced that it will take the case to the United States Supreme Court if necessary. Specifically, the action is on behalf of several Jewish parents, who seek an injunction against the Dade County Board of Public Instruction to require the board to discontinue eight practices which are asserted to be divisive, sectarian and violative of the United States and Florida constitutions.

These practices are: (1) Bible reading, including comments by teachers; (2) the saying of grace and the Lord's Prayer; (3) the singing of religious and sectarian hymns; (4) the observance of religious holidays, such as Christmas, Easter and Chanukah; (5) the

placing of religious and sectarian symbols in the schools; (6) the conducting of baccalaureate programs; (7) the taking of a census among school children to ascertain their religious affiliations, and (8) the imposition of a religious test for teachers and other employees and the use of religious criteria in the employment and the evaluation of school employees.

PROBABLY UNCONSTITUTIONAL

School law authorities with whom we have conferred think that a strict interpretation of the United States Constitution would uphold the conclusion reached by the Eastern Pennsylvania United States District Court that daily Bible reading as a class exercise is unconstitutional.

What the Supreme Court would do with these other religious practices is not so clear. Some of them have become folklore, such as the observance of Easter and Christmas, and for these it might be wiser and simpler to let local situations govern school board policies. Some authorities believe that the Court might be satisfied if children were excused from attending or participating in any of these observances, upon request from the parents.

In Pennsylvania and Florida the situation is tense. For the nation, this is an era of suspense. Will the Supreme Court decide to rule on Bible reading? Will it listen to the Florida case? If so, there are stormy days ahead!

The 'Right' Choices

AND ANOTHER Congress goes home — without voting the support to public schools promised by *both* parties. A majority of the House rules committee — Republicans and Democrats — killed the legislation this time. The Powell amendment — supported by Republicans and Democrats — was *again* the underlying basis of conflict. Next year, if federal support is to be obtained, the problem is not so much the choice of the 'right' party as it is the election of the 'right' men to Congress from *both* parties.

• • •

IS THE N.D.E.A. a method of bootlegging federal aid under the guise of national *defense*? Is it the beginning of a federal bureaucracy to control the school program? These and other long-range issues are raised by the authors of the article on Page 80. Your Congressman ought to know *your* answers.

The Editor

Line Omitted. The printer inserted a wrong line in last month's editorial on "Learning About Religions." The first line of the eleventh paragraph should have read as follows: "We said earlier that bigotry might block the way. . . ."

Superintendents round table reaches agreement on

SUPERVISION

and How To Improve Instruction

SEVEN city superintendents and three other leading educators in Arkansas took a day off to sit around a discussion table and talk about mutual problems. They came at the joint invitation of A. W. Ford, state commissioner of education, and The Nation's Schools. The setting was a hotel room in Little Rock, Ark. Representing The Nation's Schools was Arthur H. Rice, the editor, and Calvin Grieder, who writes the monthly feature, the Administrator's Clinic. Dr. Grieder served as moderator for the discussion and Dr. Rice, as interrogator.

In this first of a series of articles based upon these round-table discussions, Dr. Grieder has selected and compiled the observations of the group with regard to supervision and the improvement of instruction.

The subsequent three articles, to be based upon the round-table discussions, will report the views of the group (both agreements and disagreements) on the National Defense Education Act, other forms of federal aid, foreign languages in elementary schools, merit rating, testing programs, athletics and other student activities, the ungraded primary school, and special education. These articles will take the place of Dr. Grieder's monthly feature, the Administrator's Clinic, for the next few months.

Pictures and short biographical sketches about the 11 participants, other than the editor, appear on the next four pages.

Here is Dr. Grieder's summary of the discussion on supervision:

JAMES H. WASSON: There is one thing I'd like to say at the beginning of this discussion: We don't have enough supervision at the local level, although we have a lot more than we had a few years ago. We need more and more supervision at this level. That's one of our big deficiencies, I think.

EDITOR: What do you think "more supervision at the local level" should include?

WASSON: Well, it would be carried out by someone who has the definite responsibility of organizing the teaching staff into a cohesive group, helping them ascertain what they're doing, and working out with them their plans of action. It would be a person assigned as a helper or, as is known in some places now, as a coordinator.

We're getting away from the idea of inspection. Perhaps part of the coordinator's function would be to encourage, maybe at times to stimulate, or as John Trice says, to "needle a bit."

HUGH L. MILLS: I feel much the same as Jim Wasson does on that. The words "supervisor" and "supervision" are construed by many as autocratic; this detracts from effectiveness.

We have just employed what we're calling a coordinator of elementary instruction. I had two or three teachers who were very much distressed by this. In

**No administrative
authority
for the coordinator**

**Improving instruction
is a sharing
process**

**Supervision is
a supporting role,
not a directing force**

each case they had worked in another system under a supervisor who was very undemocratic in his way of thinking, and they immediately surmised that the situation would be the same in our system. The teachers were afraid that this coordinator's whims would have too much influence on what would be said about their reemployment, their promotion, and their teaching technics.

JOHN A. TRICE: My concept of this thing (and there are several sides to it) is that anything a person does in the position of supervisor or coordinator of instruction should be directed toward releasing the creative energies of the persons he's working with. This means that there should not be any administrative authority attached to the job.

This fall we are creating the position of coordinator of curriculum and instruction. In a sense this job is that of an assistant superintendent, but I thought the title should not go in that direction because this person should not have the power of life or death over a teacher's job.

One of our visiting consultants said to me: "You know, they're [teachers] different people when you walk out of the room." Administrative authority has a status about it you cannot escape, and a supervisor doesn't need to have any of that, or he won't be an effective supervisor.

F. B. WRIGHT: I'm in general agreement with what's being said. I came into this field back in '48 with the title of assistant superintendent, and gradually I had so many administrative duties that I think I began to miss the boat. We need to set up the position dealing with improvement of instruction as that of a consultant or coordinator — a sharing situation. One can pick up a lot of good ideas from one teacher in a given school, suggest them in other schools, and thus get a sharing of ideas and procedures. Then, too, there are a lot of teachers who really want somebody to come and see what they're doing and comment on it. A teacher will say: "You haven't been around to my room for a long time." You learn so much from different teachers when you go in with that permissive atmosphere.

G. A. STUBBLEFIELD: Supervision is a planned program for improving instruction. It aims at the growth and development of pupils, teachers and other staff members. It is a supporting role, rather than a directing force. Good supervision provides effective leadership within the staff. Such leadership will be active, cooperative and sensitive to the ideas and to the feelings of those with whom the supervisor works.

The supervisor should be concerned with helping teachers to become united in working toward common educational goals. This can be done best through group study and discussion. A good supervisor will initiate a program of improve-

CALVIN GRIEDER (left) . . . moderator, professor of school administration at University of Colorado, columnist for *The Nation's Schools*; TERRELL E. POWELL (center) . . . superintendent, Little Rock (Ark.) public schools, since 1958 . . . principal, Hall High School, Little Rock, 1957-58 . . . principal, Pulaski Heights Junior High School, Little Rock, 1953-56 . . . principal, Centennial Elementary School, Little Rock, 1950-52 . . . teacher, principal, coach and boys' counselor, Arkansas schools, 1924-49; WAYNE H. WHITE . . . superintendent, Fayetteville, Ark., since 1953 . . . superintendent, Siloam Springs, Ark., 1946-53 . . . supervising principal, Pulaski County, Arkansas, 1944-46 . . . superintendent, West Fork, Ark., 1943-44 . . . teacher, principal, superintendent at Kirby, Ark., 1940-43.

All photos from Ben Red Studio, Little Rock, Ark.



ment by working first with those who are ready rather than by forcing a new program on all individuals at one time.

TERRELL E. POWELL: In the Little Rock schools we are understaffed at both the secondary and elementary levels in the area of supervision. We have a director of elementary education, a director of secondary education, a director of athletics, and a supervisor in each of the special areas, such as teaching aids, homemaking, health, physical education and safety, special education, music education, instrumental music, industrial arts. The Peabody survey that was made for our schools last March recommends that we add an over-all curriculum director and at least one assistant director of secondary education and three assistants to the director of elementary education.

CALVIN GRIEDER: What has become of the principal's place in supervision? We've got coordinators, directors and supervisors. What does the principal do?

WRIGHT: We cannot neglect the place of the principal. He is the educational leader in his own building, and must have a major role in the coordination of the program in his own building.

GRIEDER: That isn't happening in some city school systems. They're appointing instructional people and coordinators. The principal has nothing to do with the improvement of instruction. He's the general manager of his school.

STUBBLEFIELD: We're freeing our elementary principals so that they can devote more time to getting into classrooms by providing secretaries. The director of instruction can't possibly do that. Now we expect our principals to get into the classrooms and to know what's going on.

TRICE: What do principals do when they go into the classrooms? The principal has the aura of administrative authority around him and he cannot supervise as effectively as a full-time, professionally trained supervisor. He can do certain things; there are some things he must do, and some things that he cannot delegate. But he is an administrator — as near a combination of administrator and supervisor as you can get. The term "director" bothers me too because I don't want anyone "directing" instruction. I want him to coordinate the resources we have.

A. W. FORD: I would like to call attention to a tendency that I think is fundamental in the way people behave. Suppose that you appoint a coordinator in Pine Bluff, or a supervisor of elementary education, or whatever you want to call the position. One of the first things he is going to do is start trying to achieve status, and status is much easier to achieve with administrative authority than without it. At the state level people in all areas seek status. (Cont. on p. 76)

**Work with those
ready. Don't
force a new program**

**Why can't the building
principal direct
instruction improvement?**

**Many supervisors
become
'status seekers'**

HUGH L. MILLS (left) . . . superintendent, Hot Springs, Ark., since 1959 . . . principal, then superintendent, Monticello, Ark., 1949-59 . . . teacher, Arkansas State Teachers College, 1948-49; **GARLAND A. STUBBLEFIELD** (center) . . . superintendent, El Dorado, Ark., since 1944 . . . superintendent, Marianna, Ark., 1939-44 . . . superintendent, Harrison, Ark., 1933-39 . . . superintendent, Springdale, Ark., 1927-33 . . . principal, Cartersville, Mo., 1926-27 . . . instructor, John Brown University, 1924-26 . . . teacher and athletic coach, Missouri schools, 1919-23; **JAMES H. WASSON** . . . director of supervision, instructional services, Arkansas State Department of Education, since 1949 . . . superintendent, Crawford County, Arkansas, 1945-48 . . . superintendent, Mulberry, Ark., 1940-44 . . . former principal, teacher.



**Principals
ought to be
master teachers**

**The problem:
How to get everybody
to pull together**

**Avoid empire
building
in departments**

The first thing an elementary supervisor wants to do is create in the mind of the teacher the belief that he [the supervisor] has influence with the superintendent. And usually he does or he wouldn't be there.

CHRIS D. CORBIN: In our situation we have had elementary supervising principals for years. They are administrators, but they are supervisors also. They have full-time clerical staffs. Of course, in a 12 or 15 teacher school a lot of time has to be spent with the parents on P.T.A. activities, in public relations, and so on. But in elementary schools particularly, the principal should be a master teacher. He must be somebody who can actually help a new, inexperienced teacher who otherwise may be lost and discouraged and quit before the end of the year.

Whereas a few years ago teachers resented adding more people to the staff because it took money out of the salary fund, now they are looking at it more from the standpoint of "What do we need?" I also believe that after we have worked out policies, and they have been accepted and approved by our school board, it's part of my duty to see that people conform to those policies, or else we should change the policies.

WAYNE H. WHITE: In Fayetteville, we created the position of curriculum coordinator this year, purposely staying away from the terms "director" and "supervisor." His job is primarily in the secondary field, working with the department heads and groups of teachers in specified fields, such as science, English and the like. He also works with the elementary people, but we have a situation similar to that in Fort Smith in that we have in each elementary school a supervising principal who is provided with secretarial help.

GRIEDER: It is comparatively simple when you talk about the elementary level, but when you get into high schools, with a much more complicated curriculum, just what does a supervisor do? He can't be expert on everything. What can he do to help a new teacher who knows more about the subject than the supervisor?

TRICE: Part of the answer depends on your organization. At Pine Bluff we have traditionally been organized around departments with each department in the secondary school having a head. That person is usually a master teacher type, one who has been there a while and is well dedicated not only to education in general but also to Pine Bluff in particular. That person is free some of the time each day to work with the teachers. The coordinator will do his most effective work through the department heads, with coordination as his main function. Otherwise, empire building gets into the departmental organization, and not much horizontal communication goes on.

EDITOR: Who chooses the heads?

TRICE: Well, that's a long process. Choosing people in our organization involves nearly everyone who has anything to do with that person. When it comes to the selection of a department head it can be the principal, the coordinator of instruc-

JOHN A. TRICE (left) . . . superintendent, Pine Bluff, Ark., since 1956 . . . supervisor of instruction, Arkansas State Department of Education, 1946-56 . . . superintendent of education, Rohwer Relocation Center, Arkansas, 1942-44 . . . superintendent, Springdale, Ark., 1933-42 . . . assistant supervisor, Arkansas State Teachers College Training School, Conway, 1931-32 . . . superintendent-principal, Crossett, Ark., 1927-31; FORREST ROZZELL (center) . . . executive secretary, Arkansas Education Association, since 1954 . . . director of field service, Arkansas Education Association, 1940-54; CHRIS D. CORBIN . . . superintendent, Fort Smith, Ark., since 1941.



tion, and the superintendent; and teachers also may be involved in this selection.

EDITOR: Then the departments don't choose their own heads!

TRICE: No, we thought of doing that, but here's what happens. A teacher who's been in a department the longest may think he's next up to bat, and get his feelings hurt badly if he's not chosen. There is nothing automatic about seniority, as far as I'm concerned.

MILLS: I think the clear-cut distinction that Trice mentioned between administrative and coordinating authority is extremely important. The coordinator has to be a person who can get along with the principal and with the teachers, and work with the principal without usurping any administrative authority.

CORBIN: I don't think you can possibly have a coordinator of instruction, or whatever title you use, and not have some administrative status connected with it. You can't do away completely with the status structure of administrative authority.

WRIGHT: I'll have to agree with Corbin, but I believe I want our people to have some authority to get out there and do the things that ought to be done. I don't believe you can have this person floating around in your district as a sort of permissive individual and not have the weight of that individual being felt in the district. When I call my people in about what's going on in the schools, I want to know, and I want to know what they think about it. I want some help to guide me because I'll have to make the final decision anyhow.

TRICE: They ought to have weight but not administrative weight.

WRIGHT: That weight lies in their superior ability to work with other people and help release the creative energy of others.

GRIEDER: The best way to release creative abilities is to employ persons who can find the creative people and then get out of their way!

TRICE: You don't release creative ability with administrative authority. I don't think Corbin concedes that there is a type of personality who can serve in a supervisory capacity rather than in an administrative capacity.

STUBBLEFIELD: Why try to hide the fact that they *are* administrators?

GRIEDER: Because then you're cracking the whip over them.

FORREST ROZZELL: The more creative the personnel, the more important it is to have some administrative authority. When you get a conflict of creative ideas, which is inevitable, there has to be some basis for settlement. That's where administrative authority must come in.

TRICE: That line of authority is through the principal.

ROZZELL: And the superintendent.

TRICE: I look to our principals to say who they want on their staffs and who they don't want. I don't look to the supervisors for that information.

GRIEDER: The teachers that principals do not want on their staffs are the prima

**Administrative
status cannot
be avoided**

**There must be some
basis for settlement
of differences**

A. W. FORD (left) . . . commissioner of education for the state of Arkansas for last eight years . . . previously assistant commissioner for five years . . . with state department of education since 1941 . . . former teacher, coach, principal, superintendent; FREDERICK BRUCE WRIGHT . . . superintendent, North Little Rock (Ark.) Special School District, since 1956 . . . assistant superintendent, North Little Rock School District, 1948-56 . . . principal, North Little Rock Senior High School, 1944-48 . . . superintendent, Foreman, Ark., 1938-44 . . . science instructor, coach, Texarkana, Ark., 1933-38 . . . teacher, coach, Arkansas schools, 1926-33.



**Create an attitude
of confidence
and impartiality**

**Allow variation
and freedom
among schools**

**There is need
for both diversity
and conformity**

**Our great diversity
is our source
of strength**

donnas. Administering a school with a staff of 15 prima donnas — what a job! TRICE: I still believe that human relations are really a matter of attitude toward people. It's not a matter of whether one is the superintendent. I may be flattering myself, but I think the teachers in our school system believe that they can come to me with anything they want to, and that they will always be treated alike. That's the attitude you have to create whether you're a supervisor, administrator or whatever.

WASSON: I think we all realize there's no one solution to any problem. The supervisor, whoever he may be, is not in a position to *impose* an idea just because *he's had it*. You have creative people who see other ways of doing things. You've got to have some sort of organization where those two things can mesh. If you have the supervisor with unlimited authority, you're encouraging the pushing of an idea of his that may, after a few years, prove to be not as good as some of the others that are coming up.

GRIEDER: I want to get in two cents' worth on this business of coordination. One of the aims of most superintendents is to have a school system where all the schools are doing about the same thing. If they've got 15 elementary schools they're going to follow much the same pattern, for example. I wonder if we don't overemphasize uniformity in this country. Shouldn't we regard the principalship as a much higher ranking office than we do — the principal as the head of the school, the head of an institution — and allow for much more variation and freedom among schools? I don't know why all the schools in a system should have the same curriculum, same marking system, same textbooks, same extracurricular activities. That sounds like bedlam, if they didn't, perhaps, but why should they? We're just used to it.

STUBBLEFIELD: There's one big reason: You'd have a great deal of confusion if you didn't have some uniformity among the elementary schools and junior high schools. You've got to have some coordination between schools to keep the people satisfied. They wouldn't stand for it to be any other way.

GRIEDER: But what is a principal? Is he just a link in the chain of command? He really doesn't have *any* influence on his school if he just passes down the line from the top what's going to happen in his school.

CORBIN: Within a school system you must have considerable uniformity. Still I agree that schools should meet the needs of the communities they serve — a community of working people, a community of farmers, or a community of professional people — the needs and conditions will vary.

TRICE: I submit that there are areas where there must be some conformity and some uniformity. But I also submit that there are many other areas in which diversity is encouraged in places that are forward looking. I don't know anybody in our system who is more important than our principals, or on whom we depend as much. They are the front line people in the community. They feel the growth of the community; they're working with all the various agencies.

WRIGHT: I agree with you.

GRIEDER: And I agree with you. You gentlemen are all sitting around this table, and by gosh, back home who's running the school system? The principals!

WHITE: Our principals work together planning what they are going to do. They develop the program but they don't develop a different program in each school. Some things are different and we do try a lot of things in various schools — a new arithmetic program in one school, a foreign language or a special science program in another school. But they don't ride off in all different directions. After all, most of the pupils from the elementary schools are coming eventually to the same high school, and they've got to have some similarity in their backgrounds.

FORD: In the absence of a centralized national system of education we have delegated responsibility to the states and then to the school districts. Isn't it true that what most people would interpret as a weakness is in reality the strength of our school system? In the great diversity of education is our power. Perhaps one of the real strengths of education in our country is not only the possibility but also the certainty of diversity. I think that whether or not we want schools to be uniform is not for you or me to decide. That's a question to be decided in the 40,000 school districts in this country.

Next month: The National Defense Education Act and federal aid.

IT'S ALL right for voluntary teacher associations to represent their members officially in salary negotiations with their respective school boards, but for teachers to strike to enforce salary demands is out!

Ninety-two per cent of the administrators responding to this month's opinion poll believe that it is not professionally ethical for teachers to use the strike as a weapon in enforcing salary demands. Many maintain that such action would hinder the progress of teaching toward true professional status.

"Striking places the teacher on the same level as a semiprofessional, tradesman or laborer," contends an Idaho superintendent. "I resent such tactics and, in my opinion, they would lower rather than raise the prestige of the profession." (Okla.)

To Strike Would 'Look Bad'

One group of respondents believes it would "look bad" if teachers went on strike to get higher wages. A Pennsylvania administrator had this to say: "A professional group's using the strike as a means of demanding salary increases or anything is certainly a sign of weakness on the part of its membership."

Teachers would be better paid "if they would do a better job of disciplining their own ranks to do good work and public relations," argued a Minnesota official.

Others said they condemn teachers' strikes because of their resulting injustice to children. "Since teachers

must manifest a genuine interest in the welfare of the students, they must meet this problem without doing harm to the progress of the students in school," commented another respondent from Oklahoma.

A Kansas superintendent, one of the 8 per cent who sanction the use of the strike by teachers, said that the standards for the "average" teacher should be higher, and "striking will hasten this realization." An Illinois administrator asserted: "If the tax structure is such that more money can be had for salaries and the board won't give it, I see nothing wrong in a form of striking."

While a large majority of superintendents responding to this poll do not favor teachers' striking, 58 per cent of them were willing to have voluntary teacher associations represent members officially in salary negotiations with their [the teachers'] school boards. Reasoned an Oregon schoolman: "Teacher organizations need to be represented officially in salary negotiations so that the school board members may know the thinking of teachers from their representatives, not from someone's interpretation of what *may* be the teachers' thinking."

Should Teachers Strike? — 'No!' Negotiate With Board? — 'Yes!'

An Iowa administrator added: "Official and varied representation is necessary for satisfactory salary negotiations. But the primary factor in negotiations is the use of wisdom and tact, by the negotiators rather than whom they represent."

Some respondents wanted a place for the superintendent in salary negotiations between teacher association representatives and school boards. A New Yorker wrote that teachers should be certain to coordinate all efforts with [those of] their administrator to save possible misunderstandings.

Can the District Pay More?

"The committee representing the teacher association should meet with the administrator prior to the board meeting and should make every attempt to present a schedule that is reasonable according to the district's financial status and one that the superintendent could endorse. Committee members should be prepared to indicate what percentage of their group is in favor of their proposal," offered one respondent.

One "anti-teacher association" respondent commented: "The teacher association only protects the poor teacher; the really good teacher through his superiors can present and always win his case."

Others agreed with an Illinois administrator who believes that "school boards pay as much in salaries as they possibly can. Teachers do not seem to realize that the financial situation of a school district has a great effect on the salary they receive," he said.

One group of the 41 per cent minority contends that the superintendent should be the official representative for teachers. Said an Arkansas schoolman: "Local teacher associations should make their desires known to the school administrator, who can present them to the board. Many local boards will respond more willingly to their administrator rather than to teacher groups." ■

OPINION POLL FINDINGS:

- 1. Should voluntary teacher associations represent their members officially in salary negotiations with their [the teachers'] respective school boards?**

Yes . . 58% No . . 41% No opinion . . 1%

- 2. Is it professionally ethical for teachers to use the strike as a weapon to enforce salary demands?**

Yes . . 8% No . . 92%

Based on a 4 per cent proportional sampling of 16,000 school administrators in continental United States, this survey brought a 43 per cent response.

After two years of N.D.E.A.,

some districts have asked for nothing;

others abhor the red tape.

A recent survey shows many districts

Accept N.D.E.A.

SIGNIFICANT events in educational history are rare phenomena. Rarer still are events of this kind that receive not only instant recognition, but provoke widespread national reaction as well.

The enactment of Public Law 85-864 represents such an event in American education: The National Defense Education Act is a milestone in the continuing development of educational policy at the national level. As such, it deserves both careful study and continuous appraisal; this process can not only clarify underlying problems and issues, but what is more important, it may facilitate consistent and rational policy development at the national level.

About two years have elapsed since the enactment of Public Law 85-864 on Sept. 2, 1958. However, the enactment of N.D.E.A. was only a first step: Implementation had to follow enactment. Where do we stand, after

two years, with respect to state and district level implementation of N.D.E.A.?

The Midwest Administration Center recently surveyed state level implementation of N.D.E.A. through direct communication with most of the state departments of education in the nation. The report of that survey listed not only state level practices, but also opinions and judgments of chief state school officers relative to the act during the period when these departments were tooling up to help local school districts improve their programs.¹

The present report is a follow-up of the state department survey and deals specifically with the implementation of Public Law 85-864 in 45 school districts. Twenty-four of these

districts serve American cities of 300,000 or more; 21 others serve smaller cities in Illinois.

The data presented are based upon questionnaire responses concerning local level implementation of N.D.E.A. programs in the following areas: equipment for science, mathematics and modern foreign language instruction; assistance toward minor remodeling; the program for testing students; the program of guidance and counseling, and the improvement of vocational education.

The act itself contains 10 titles. However, it should be noted this survey and the following discussion are limited to Titles III, V-A, V-B and VIII — those most directly related to public education. In this article certain facts regarding the implementation of the act will be reported, the judgments of superintendents who are in the process of administering the act in school districts will

Table 1 — Allocations Requested and Received by 45 Districts Under N.D.E.A. Provisions (as of March 1, 1960)

Program	No. of Districts Requesting Allocations	No. of Districts Not Requesting Allocations	Total Allocations Requested	Total Allocations Received*	Per Cent of Total Requests Allocated
Equipment for science	33	12	\$2,490,770	\$2,315,967	93
Equipment for mathematics	26	19	1,639,361	1,461,532	89
Equipment for foreign languages	30	15	2,192,208	1,943,129	89
Assistance toward minor remodeling	14	31	295,418	186,011	63
Program for testing students	25	20	191,399	109,621	57
Program of guidance and counseling	32	13	1,136,817	729,093	64
Improvement of vocational education	14	31	593,042	415,514	70
Total			\$9,539,015	\$7,160,867	

*Allocations to a number of school districts are still due.

Money — But With Doubts and Reservations

ROALD F. CAMPBELL
STEPHEN P. HENCLEY

be presented, and then attention will be focused upon some of the issues which the law and its operation appear to raise.

School District Requests and N.D.E.A. Allocations. How do N.D.E.A. allocations under Titles III, V-A, V-B and VIII compare with the requests that were submitted by the school districts? Table 1 indicates that the districts surveyed requested allocations totaling more than \$8½ million under the titles named. By March 1, 1960, with a number of allocations still due, the districts had been allocated more than \$7 million under the act: Thus, total allocations were equivalent to 84 per cent of total requests.

Requests for N.D.E.A. funds have tended to be heaviest under Title III, designed to provide equipment for science, mathematics and foreign language instruction. More than \$6 mil-

lion has been requested in these areas: Ninety per cent of this already has been allocated to the districts.

Allocations in other program areas, however, appear to have been somewhat less generous. For instance, total allocations for assistance toward minor remodeling were equivalent to 63 per cent of total requests. Equivalent percentages for programs involving the testing of students, guidance and counseling, and the improvement of vocational education were 57 per cent, 64 per cent, and 70 per cent respectively.

Although implementation of Public Law 85-864 has progressed favorably in many of the 45 districts, Table 1 indicates that many others have tended to lag in this respect. Eighteen months following enactment of N.D.E.A., 70 per cent of the districts had not requested allocations for assistance toward minor remodeling or for the improvement of vocational

education. More than 40 per cent had not requested assistance in purchasing equipment for mathematics or for improving testing programs. Moreover, between a quarter and a third of the districts had not requested allocations for science and foreign language equipment or for help in a program of guidance and counseling.

School District Dependence on N.D.E.A. Aid. What is the degree of dependence on N.D.E.A. aid for program implementation in the 45 school districts? Table 2 summarizes school district responses to this question. Less than 10 per cent of the districts reported that they were entirely dependent on N.D.E.A. aid for implementing any program under Titles III, V-A, V-B, or VIII. School district responses also indicated that partial dependence on N.D.E.A. for implementing various program areas varies

(Continued on Next Page)

Table 2 — Degree of Dependence on N.D.E.A. Aid for Implementing Programs in 45 School Districts

PROGRAM	NUMBER OF DISTRICTS REPORTING THAT PROGRAM IS:			Total
	Entirely Dependent on N.D.E.A. Aid	Partially Dependent on N.D.E.A. Aid	Not Dependent on N.D.E.A. Aid or No Allocation Requested	
Equipment for science	2	22	21	45
Equipment for mathematics	4	15	26	45
Equipment for foreign languages	4	16	25	45
Assistance toward minor remodeling ..	2	8	35	45
Program for testing students	1	14	30	45
Program of guidance and counseling ..	4	20	21	45
Improvement of vocational education ..	1	12	32	45

Table 3 — Board of Education Attitudes Toward N.D.E.A. in 45 Districts as Reported by School Superintendents

Board Attitude Toward N.D.E.A.	Number
Firm supporters	10
Participate with reservation	21
No position expressed	9
Reject all programs	2
Other	3
Total	45

Table 4 — Number of Counselors and Teachers Attending Guidance Institutes Sponsored by N.D.E.A. From 45 Districts

	Number
Number of counselors and teachers attending	152
Number of those attending who were teachers	89
Number of teachers attending who are now employed as counselors	60

Table 5 — What Superintendents Like About N.D.E.A. (45 School Districts)

Likes Specified*	Number
Financial support (money for equipment, supplies, services, remodeling)	17
Expansion of crucial program areas	21
Stimulation and motivation of staff	16
Other	11

*Only likes mentioned three or more times are specified.

Table 6 — What Superintendents Dislike About N.D.E.A. (45 School Districts)

Dislikes Mentioned*	Number of Times Mentioned
Red tape, regulations, delays	36
Program imbalance resulting from special aid	16
Changing interpretations and definitions	8
Negligible aid to districts with good programs	5
Other	5

*Only dislikes mentioned three or more times are specified.

considerably from district to district. Only 18 per cent of the districts indicated partial dependence on N.D.E.A. aid for implementing minor remodeling programs, whereas nearly 50 per cent indicated partial dependence on such aid for purchasing equipment to be used in science programs.

The superintendent of a large mid-western city commented on partial dependence in this way: "All pro-

grams would have been implemented eventually because all requests were for needed services and equipment. N.D.E.A. funds will make possible the services and equipment now, rather than in the next year or so, because we have a large number of pressing needs beyond local budget resources."

It is striking to note the number of districts that stated either that they were not dependent on N.D.E.A. aid,

or that they had not yet requested allocations under the act. About one-half to three-quarters of the districts surveyed could be so classified in relation to the various program areas encompassed by Public Law 85-864.

Board of Education Attitudes Toward N.D.E.A. Because of the nature of public education, it is evident that the attitudes of boards of education toward N.D.E.A. aid will largely determine the degree of school district participation in various N.D.E.A. programs. What views are current among boards of education at the present time? Table 3 indicates that 10 superintendents saw their school boards as firm supporters of N.D.E.A.

One of these superintendents commented as follows: "The board of education has approved all proposed projects and has included a substantial amount in the budget to be used as matching funds." Another superintendent mentioned that his board "has indicated that we shall participate to the full extent of our allotment," while a third stated that "the board has unanimously approved the policy of participation in the N.D.E.A. program. Further, there has not been a negative vote on any of the eight proposals submitted."

Almost one-half of the superintendents, however, stated that their boards of education were participating with reservation. One superintendent stated that his board of education was "cold to federal aid, but will accept what comes." A second superintendent wrote that his board of education preferred "general aid rather than specific allocations of funds." A third superintendent said: "At one point, a specific expenditure was questioned on the basis of whether or not it was purely for the purpose of receiving money, or was based upon real need for the items in question."

Nine superintendents stated that their boards of education had not expressed any position with respect to N.D.E.A. aid. The comment of one of these men is representative: "It has not been found necessary to take a position either for or against N.D.E.A. Projects have been selected that were in line with the direction in which the school system was moving, regardless of the existence of N.D.E.A. These projects have been considered on their own merits."

Only two superintendents stated that their boards of education had rejected all N.D.E.A. programs. One superintendent succinctly summed up his board's position by remarking that the board was "strongly opposed to federal aid to education."

The statements of three other superintendents were unique and deserve special mention. One wrote that "our board members are not in agreement with each other. Some support the act with reservation; others are violently opposed to it. Our board of education decided not to participate in the act for the school year 1959-60, but to review the decision in one year. We are currently preparing a report for their review and new decision. We are maintaining at our own expense all of the programs provided for in the act."

A second superintendent explained that the board of education would "participate in all programs where constructive results are envisioned," while a third wrote that "the new board, as of Jan. 1, 1960, did not rescind the action of the prior board, but voted not to accept any further federal aid by a vote of 4 to 3."

Attendance at N.D.E.A. Guidance Institutes. Table 4 indicates the number of teachers and counselors that attended guidance institutes sponsored by N.D.E.A. during the summer of 1959. Sixty-three counselors and 89 teachers attended these institutes from the 45 districts surveyed. Sixty of the 89 teachers were subsequently employed as counselors following this training; 29 apparently returned to classroom teaching.

The responses of superintendents indicated a variety of satisfactions associated with the provisions of Public Law 85-864. Twenty-one superintendents expressed satisfaction with the opportunity afforded by N.D.E.A. to

expand crucial program areas in their school districts. Seventeen others welcomed the financial support that enabled their districts to purchase additional equipment, supplies and services in various program areas. Sixteen superintendents mentioned that N.D.E.A. had motivated and stimulated staff activity and planning in a number of program areas.

Excerpts from some of the replies perhaps will make the figures shown in Table 5 somewhat more meaningful. One superintendent, for instance, commented that "the act is enabling us to purchase needed equipment, supplies and services for which local funds would not be available. We see this as a strengthening program in the areas of science, mathematics, foreign language, guidance, audio-visual aids, and vocational education."

Another superintendent stated directly that "we like the money, and that is all," while a third stressed that the act had "provided an impetus in the staff to make some improvements in instruction and in guidance and counseling." Still another commented that "the act has been a factor in motivation. Some of the programs might have been attempted eventually. The act encouraged the district to move ahead."

The reply of one superintendent is particularly revealing in that it indicates the total impact that N.D.E.A. has had in his district. This superintendent stated that he was particularly impressed with:

"... the national cooperative interest in the improvement of our school program. Universities, colleges, state departments of education and school systems have all joined hands to provide an impetus for the improvement of the school program as a whole. Laboratories have been remodeled, much needed equipment installed, and books purchased in science, mathematics and mod-

ern foreign language. Schools, parent-teacher associations, and even outside civic groups have provided matching funds to use in meeting the National Defense Education Act specifications. Our high schools have for the first time scheduled a full testing program and increased our counseling services with the help of Title V, N.D.E.A. We have also used Title VIII in the purchase of needed equipment to modernize our vocational education program."

Not all things about Public Law 85-864 are rosy, however. Table 6 shows that many dissatisfactions also are being voiced by the superintendents.

An important negative concern mentioned by 36 superintendents emanates from school district experiences involving excessive red tape, regulations and delays in N.D.E.A. operations. Sixteen superintendents were also concerned with the program imbalance and distortion which is likely to result from special grants-in-aid to certain program areas. Special problems associated with changing N.D.E.A. interpretations and definitions were mentioned by eight superintendents, whereas five others expressed concern about the negligible aid available to school districts with good ongoing programs.

Certain superintendents were quite forceful in expressing their dissatisfactions. One superintendent said:

"... the act is obviously the result of many compromises. It is hit-or-miss and tends to give specific assistance in some areas and leaves others of equal educational importance without the special assistance. It lacks clarity of definition in many places and has permitted people within state departments of education to express their own biases within the approved state plan. It has tended to reward inefficiency in that funds go to the schools whose programs are less adequate, and at times denies funds to schools which have the most adequate

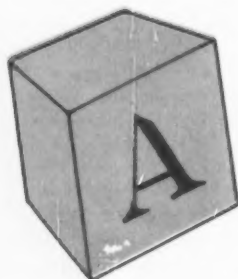
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Photo by Louise Barker, Chicago

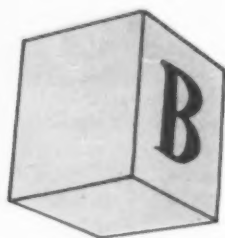


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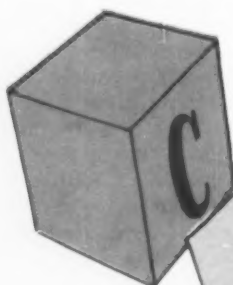




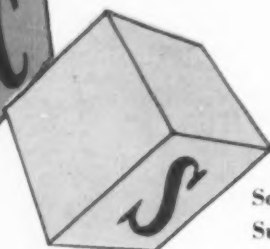
**Applause and
Apple Polishers**



**Budgets and
Baton Twirlers**



**Change and
Curriculum Curlers**



**Science and
Submariners**



**People
and Projects**

FREDERICK "CHALK DUST" MOFFITT

The ABC's

AS IS customary among pedagogs and educators from time immemorial, the superintendents appointed a steering committee to instruct their preplanning committee to inform their planning committee to think up an agenda. Well aware of the gravity of the task of agenduming, the committees (augmented by several thousand lay planners, as is also customary among educators in these latter days) met to consider their means and ways.

"What is your greatest problem?" they asked the superintendent from the West. He thought long and earnestly. "How to cope," he finally answered. The committee faced the East. "What is your biggest annoyance?" they queried. "Coping," said the Easterner. In like manner they questioned the North and the South. "How do you spend the 24 hours or more of your educational day?" they asked. "We cope," answered these distinguished educators.

The committee turned to Hawaii, Alaska and the Virgin Islands. "What can we do," they round-tabled, "to be of the most help to you?" The answer: Teach us to cope.

At the end of a weary week of preplanning, the committee drew up its platform. "The greatest skill, need and virtue of a 1960 school superintendent," asserted the platform, "is the ability to cope."

The business of coping is tremendously important and should never be lost sight of in the greater educational concerns of administering, managing, curriculuming, and teaching. Coping is parcel and part of all education.

In fact, when a school administrator seeks a new job (which, alas! even in these days of mobility and motility is far too often for his own comfort, roots and loving wife), he is invariably examined by the board

*'What is your greatest problem?' they asked
the superintendent from the West.
'How to cope,' he answered*

OF COPING

of education as to his ability to cope. Board members do not come right out and say that that is what they want to find out. Actually the job seeking administrator is told that the board is looking for an educator, a leader, a public relations expert, a spotless and saintly character, and one who has unusual ability to structure.

It is only after the personal life of the candidate and his wife, his children, his oratorical ability, and similar idiosyncrasies have been researched and a security check has been completed that he is secretly informed by the local newspaper, radio and neighbors that he has been chosen not so much on the merits of his diploma or erudition, but because of his adroitness and ability as a copier.

The school superintendent, however, should not be too greatly concerned about the run-of-the-mill catastrophes with which he is expected to cope. If he believes that it is absolutely imperative to worry about them, he will have no time left for the main business of education.

My recent unpublished research that was made while busily structuring a number of school systems, ancient boilers, and scientific equipment reveals that every hour of the school day spawns at least a dozen struggles that must be coped with. They range from the purely mechanical ones that can be resolved by any expert in electronics, engineering or stargazing (skills which every school superintendent must have if he expects to remain in the profession) to the more exasperating human copes such as board presidents, teachers, janitors, bus drivers, and overpituitarized moppets.

Without attempting to statistic these minor copes, it might be well to list a few of the more common

ones for the benefit of both the incoming and/or the ongoing school administrator who despondently feels at times that he has been singled out as a singular victim of copes.

There are the copes of trivia that are dangerous only because they demand time that should be used to better advantage. Some examples are third and fourth class mail with overloaded and underpowered office desks; displaying unseemly enthusiasm in arranging for the local Sardine Celebration, and, let it be said humbly for it is bound to be misunderstood, undue preoccupation with the tedium of teachers meetings or curriculum construction.

There are copings with the vast impedimenta which dull the superintendent's mind and day. This is not to say that it is unimportant to spend time in either kicking a canine or patting a boy on the head, thanking a secretary for the usual 10 hours' overtime, or trying to inspire a drooping teacher. These things are never trivia. They are the eternal verities of school mastery.

Molehilling Versus Coping

The tremendous amount of resiliency that all school administrators must have in order to do a good job is too often frittered away, however, by a process of molehilling, *i.e.* making mountains out of molehills, instead of vice versa. Molehilling is usually a form of avoidance of coping and is often encouraged by a public that sometimes seems to take an extraordinary delight in the self-same process and expresses admiration for school executives who are highly endowed with molehilling skill.

In all candor, it must be admitted that such admirable organizations as P.T.A.'s, associated bridge clubs, and the local press sometimes seem to

the administrator to carry the practice of molehilling to a peak that probably gives Mount Everest a distinct inferiority complex.

In addition to a propensity for molehilling, the average superintendent sometimes adds to his coping woes by pontificating at the wrong time and the wrong place to the wrong people. Such a one should check his calendar and schedule with the intentions of conserving his time and his vocal chords.

In the more populous communities where the multiplicity (but not the nature or substance) of copes is in direct geometric proportion to the census, the little copes may be delegated to the assistant superintendent or the guidance teacher. This matter of delegation of authority ought to be examined more carefully by all coping school administrators, but it seldom is. And it is such a tender and difficult subject among superintendents that it cannot be forthrightly explored in a professional family publication without much protest.

With the increasing importance of education during the Seething Sixties, the administrator must really conserve himself for the coping that counts. Four such copings that need constant attention, careful planning, intestinal fortitude, and determined action are, in ascending importance: (1) coping with submariners, (2) coping with people (as distinguished from submariners), (3) coping with things, and (4) coping with change.

Coping With Submariners

Although the evidence is somewhat less than crystal-clear, it might be entirely possible that submariners, retired generals, disillusioned professors, and potboiling authors anxious to get into a higher income bracket are gentle, well intentioned folk who are beloved by dogs and children

and who are genuinely scared of the future.

In coping with these loquacious and assertive characters, however, it is a bit discouraging to the school administrator (who has been in a position of servitude untold scholarly years in composing a doctoral dissertation) to find out that the leaders in the submarine school of thought have somehow discovered all the answers to the educative process much faster and better than he has.

With surprising aplomb and self-assurance, the submariners orate, write and rush around, diatribing amidst the plaudits of the populace who relish such real life wrestling matches even more than they enjoy synthetic television presentations. Thus the submariners et al. build themselves into national education authorities.

When the submariners attack, it becomes a local affair because their prestige and stature may be more impressive in the district than it is on the national level. Nor can the superintendent afford to ignore them because such ignorance places him in a false position. The locally molded bullets are more effective against submariners, syndicated columnists, and potboilers than he may realize. If they do not have to be used immediately, they may be stored away to be used against the local sharpshooters who increase apace at budget time.

What is the best way to cope with submariners? They should be given all due credit for their ability to smash atoms, build undersea mechanisms, and conquer red penciling editors. Their competencies may well be complimented with candor. It is only when they come to the surface to blow as experts on education, child development, physical education procedures, and the teaching of everything from chemistry to character that they should be bombed.

Coping With People

More important than the struggle with submariners, however, is the ability of the superintendent to cope with people. In every inhabited district there are a great many more people than there are admirals, generals and similar V.I.P.'s.

It must be remembered, too, that in many respects people are like

children. They are the living substance with which a school administrator works. Only a very small minority of people ever need to be coped with. The majority are deserving of admiration, respect and love.

During the course of his day, the administrator will find this minority rushing into his sanctuary (usually without benefit of appointment), stumbling over the loving cups, bookmen and worn-out linoleum, and falling roughly into three classes: (1) those who are genuinely upset, mentally disturbed, or have a real grievance, (2) those who are bursting with a purpose, a crusade or want to sell something that cannot be purchased with the ordinary anemic school budget, and (3) those who are waiting to get a free ride on the school bus or are merely content to spend a few hours of talk in cheerful surroundings or get a little free psychiatric help.

In coping with people it is the wise superintendent who is able to distinguish between these three classifications quickly and firmly. Class No. 1 (grandmothers and grippers) deserves time, patience, understanding and truth, whereas Class No. 2 (the curriculum curlers) calls for firmness, decision and a ramrodish sternum. Class No. 3 (the free loaders) can usually be disposed of by having some girl guides give them a conducted tour of the school laboratory.

Coping with people is part of the democratic privileges and pleasures that go with the job of school superintendent. In a way, the word is a misnomer, for the wise superintendent will proportion his day to enjoying people and coping with things.

Coping With Things

With what things must a school administrator cope? Alphabetically, the copes run from A (apple polishers) to Z (zany zealots). The B copes, for example, include baby sitters, banks days, banzai attacks, basketball teams, baton twirlers, bigwigs, bird watchers, bookmobiles, budgets, buildings and buses.

How shall the superintendent cope with things? Probably the best preparation and protection he can possibly find is in more and greater professionalization for himself and for his job.

Such professionalization will give

him assurance and understanding as he copes with the things with which a superintendent ought to cope, but for which, unfortunately, he can't seem to find time: the facilitation of learning, the development of staff, the organization of the school system, interpreting the schools, and obtaining funds and facilities. In the face of these great professional responsibilities, the less important non-professional copes fall into their proper place and perspective.

Coping With Change

It must be remembered that school administration is a comparatively new profession. Only yesterday a school superintendent was selected because of his muscular and musical abilities — his talent in playing the ocarina, his ability to substitute on the basketball team, or his skill in teaching combined courses in arithmetic and science. As the administrator met the challenge of these important but diverse activities, he gained renown as a copier.

In an age when education has become vital to our progress and survival as a nation, educational administrators must be trained in the knowledge and skills that are essential to produce new competencies and greater understandings. They need to cope only indirectly with things; they must cope directly with professional problems. Only with a great deal of professional preparation, understanding and experience will they be able to carry the tremendous responsibilities which confront them in an Age of Copes.

Every important change in the upward floundering of man from the time he emerged from the primordial slime to his latest exploration of the Milky Way has been made by one of five great agencies that move the heavens and the earth. These agencies are: (1) the forces of nature, (2) the wonder of religion, (3) the power of woman, (4) the glory of education, and (5) the certainty of change!

Although man must deal with all these agencies, the coping school administrator is concerned primarily with No. 4 (the glory of education), because never before in history has education made so much change or had to cope with that change with new methods, procedures and understandings. (Cont. on p. 110)

Survey confirms warning learned through experience:

Citizens Committees Can Help Schools

IF Mission and Deadline Are Specific

JOHN F. O'NEAL

ALTHOUGH much progress has been made in clarifying the function of citizens committees, many administrators, board members, and citizens are still puzzled about the proper role of a citizens committee.

Should the committee be sponsored by the board or be completely independent?

Should it be a short-range, specific purpose committee or a continuing committee?

Is it more appropriate for a committee to work on relatively objective matters, such as building programs, or to be concerned with curriculum problems that involve more intangibles? Does the committee really improve school-community relations? Is it worth all the time it takes?

To get some answers to these and related questions, I made a survey of all 678 K-12 school districts in New

York State.* The purpose was to find out what the citizens committees were doing, how they carried on their work, and how successful they were.

The research was divided into two major parts: (1) a questionnaire survey, and (2) four intensive case studies in central New York State.

In May 1958, questionnaires were sent to the chief administrators of all 678 school districts in New York that operate Grades K-12. There was an 80.5 per cent response to the first questionnaire.

One year later a comprehensive questionnaire was sent to each of the 228 school districts that had a citizens committee during the 1957-58 school year. This questionnaire brought a 59 per cent response. Half of the sec-

*This article is adapted from research data gathered by the author as part of a doctoral research project at Cornell University.

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**A citizens committee
is no panacea
for all school problems,
but if properly
organized
with sound leadership
it will exert
a positive force
in public education**

ond mailing went to chief administrators and half to committee chairmen.

EVIDENCE OF SUCCESS. Did the New York schools find that their citizens committees were helpful? Survey returns brought affirmative answers:

1. An overwhelming majority of superintendents and supervising principals reported citizens committee activities as worth while. Of the 291 administrators who completed the first questionnaire, 204 (70 per cent) rated the work of their citizens committees as excellent or superior on a five-point scale. In 1959 the administrators who had had an active committee during the 1957-58 school year were asked to rate their committees a second time, basing their rating on the results of the committee's work one year later. The response showed that 71 per cent of the administrators felt the committees in their districts had achieved excellent or superior results.

2. When asked to evaluate the committees in their districts, 72 per cent of the chairmen of citizens committees rated them as excellent or superior. Since the chairmen were rating committees in districts other than those on which the administrators reported, no collusion could have been made.

Not all reports were favorable. Administrators rated 15 per cent of their committees as poor or unsuccessful. The chairmen rated 7 per cent thus.

3. Widespread utilization of citizens committees appears to be further evidence of the value of this type of organization. Two-thirds of the administrators that responded to the initial survey have had a citizens committee in their district at one time or another. During the 1957-58 school year, one-third of all the districts in the state had active committees. About 87 per cent of the districts

with a total population of more than 10,000 had had citizens committees.

Are all of these committees merely "window dressing"? I don't think so.

It would seem that if previous committees had been a waste of time or had been mostly unsuccessful, a community would not tolerate a second or third committee. Sixty per cent of those communities that had an active committee in 1957-58 had had one or more previous committees. Twenty-three communities had had two previous committees and two communities had had five or more.

4. Improved community relations is another criterion of success. Administrators and chairmen alike in approximately 80 per cent of the districts said school-community relations had been improved or greatly improved by committee work.

5. Tangible evidences of committee successes reported also include these findings:

Of the districts with citizens committees, 66 held bond elections in 1957-58. Of these elections, 70 per cent passed, compared with 60 per cent for the entire state. During the same year, eight citizens committees recommended mergers of school districts; only one failed.

The key question concerning success was: "Considering your experience with this committee, would you recommend that the board of education continue to sponsor citizens committees?" The response was approximately the same for chairmen and administrators, with 85 per cent saying "yes," 3 per cent "doubtful," and 12 per cent "no."

COMMITTEE ORGANIZATION. Once it has been decided to organize a citizens committee, some questions must be answered: Should the committee be specific in purpose, or con-

tinuing? Should it be independent, or sponsored by the board?

Specific purpose, board sponsored committees were overwhelmingly favored by the New York study. Of the 300 committees that reported the length of their operation, only 14 per cent lasted more than two years, while 63 per cent met for one year or less. Almost all of the independent committees (not board sponsored) were classified as continuing committees. However, 40 per cent of the independent committees that terminated their activities had lasted one year or less.

Out of a total of 222 board sponsored committees that were active during 1957-58, only 8 per cent operated independently of the boards of education. According to the study, specific purpose, board sponsored committees are definitely increasing, while the continuing and independent committees are decreasing. In 1957 and 1958, 43 specific purpose committees were formed in districts that had never had a citizens committee. Not a single continuing committee was organized in 1957-58. Only one independent committee was formed in 1957, and only one in 1958.

New York has had much experience with citizens committees in the last 10 years. If the continuing, independent committee is definitely a superior form of organization, why didn't it win out in the test of actual practice and become the accepted form?

STEPS TOWARD ACCOMPLISHMENT. What factors seem to contribute to the success of a citizens committee?

The number of persons in the community who agree with the final report or recommendations of its citizens committee probably is one of the

best measures of successful functioning.

The responses showed that nearly two-thirds of the committees had obtained between 85 and 100 per cent agreement on their final recommendations. Where the committees were rated as excellent or superior, only 3 per cent had less than 70 per cent of its members agreeing with the final report. In the unsuccessful groups 20 per cent had less than 70 per cent of its members agreeing with the final recommendations. In two of the four communities in which intensive case studies were made, the lack of general agreement on committee recommendations was one of the major problems.

Agreement is more likely to be achieved if:

1. Committee members serve as individual citizens, rather than as representatives of organizations. The person serving as an individual has more freedom of action when he can express his own views, rather than try to express what he thinks his organization wants. Of the districts surveyed, only 20 per cent of them permitted community organizations to select the members for a citizens committee.

2. The committee is a true cross section of the community, as much as possible. This means that some members should be representative of those who disagree with present school policy. In the study, two-thirds of the committees rated as unsuccessful said their chief difficulty was that "the membership was not adequately representative of the entire school district and did not reflect the true feelings of the community." More than once the strong "opposition" member of a committee was "converted" when he learned the facts surrounding an issue.

3. Committee members are allowed enough time to talk through problems, so that understanding and agreement can be reached. It is sheer folly for a committee to make a final recommendation to the board when it has been approved by a mere majority vote. As long as there is much disagreement, time should be allowed for further study. If no general agreement can be reached, it may be best not to recommend.

If the board accepts a committee recommendation when there is 49 per cent disagreement, it will automatically incur the wrath of an organized opposition. One of the committees studied experimented intensively with a minority report. The results were disastrous. Of all committees covered by the questionnaire, 93 per cent had wisely refrained from presenting a minority report.

4. A target date is set for the final report. A citizens committee should be allowed enough time to "talk things out"; on the other hand, it may be allowed or it may take too much time. The result often is lagging morale and poor participation.

Committee members should be urged to stay with the job until it is finished. A suggested time limit impresses them with this urgency and also gives them an idea of how much personal time they will have to sacrifice for committee work. When the recommendations are in, the committee should be disbanded.

Of the surveyed citizens committees that were working under a suggested time limit, 60 per cent were rated as excellent, while the rating of excellent for all responding committees was 41 per cent.

5. At the outset the board of education clarifies its relationship with the committee. Especially where the board appoints the committee, the

responsibilities of the latter should be clearly stated, preferably in writing. Yet only 10 per cent of the reporting districts in New York State indicated that the board had any written policies concerning citizens committees. This seems unfortunate because the membership of school boards frequently changes and people often forget what was done in previous years.

From the very beginning of the citizens committee movement, administrators and board members have been concerned about the possibility that committees might become extralegal "boards" that might purposely or otherwise take over some board responsibilities. Frequently, in communities where there is an independent citizens committee, the board is fearful that the committee will become another "pressure group," while committee members believe that the board is deliberately ignoring their sincere recommendations. In one of the four communities studied intensively, this situation was found to exist.

Furthermore, it is recognized that in some emergencies, such as when a board of education is clearly falling down in its duty, an independent citizens committee is in order. However, when the particular problem has been solved, the committee should disband.

6. Previous district experience with citizens committees is a factor in current committee success. According to the New York survey, of those districts that had never had a citizens committee, 58 per cent rated their current committees as excellent or superior, and 15 per cent as poor or unsuccessful. In those communities with two or more previous committees, 80 per cent of present committees were rated as excellent or superior, while only 4 per cent were rated as poor or unsuccessful.

COMMITTEE GOALS. What are appropriate objectives for citizens committees?

Building needs helped bring about the citizens committee movement

not, however, the only appropriate concern of citizens committees. Public relations, policy formation, transportation and district reorganization are other worth-while and legitimate areas of work for citizens committees.

Committees concerned with the curriculum have been the best committees. (This is the point of view reflected by most of the professional literature.) Committees working with the curriculum — the very heart of the educative process — have been considered "higher level" than those dealing with building needs or public relations.

Yet actual practice seems to reflect a hesitancy on the part of citizens to undertake extensive work in the curriculum area, as well as a hesitancy on the part of boards of education to encourage this. In the survey, the committees were asked to list their six chief objectives in order of importance. In 59 per cent of the responses the building program was listed as either first or second, while curriculum improvement was ranked highest in only 16 per cent of the returns. Public relations similarly was rated as the first or second concern by only 15 per cent.

Because the curriculum is a rather sensitive area for citizens committee activity, laymen who undertake a study in this field must take care.

Citizens groups have every right to help decide what should be the over-all objectives of the schools and the general nature of the curriculum. The danger is that committee members in their enthusiasm may begin to specify the technics to be used in accomplishing the objectives of the various courses, as well as the course content. A decision in course content must be left exclusively to the professional staff of the school system. A well intentioned but misguided committee can easily create more problems than it solves.

CONCLUSION. A citizens advisory committee has not been, nor will it be, a panacea for all school problems. In the last decade it has strengthened public understanding and support for education. If it is properly organized and given sound leadership, it will continue to exert a positive force in American public education. ■

The best citizens committees have been those concerned with the curriculum, says the author.

'Citizens groups have every right to help decide what should be the over-all objectives of the school, but not to specify educational technics'

When the board of education takes the initiative in organizing a committee, it should explain carefully the nature of the problems that need study and mark the boundaries of work for the citizens committee. When this kind of mutual understanding exists, both the board and the citizens committee can go about their respective tasks with a feeling of security and assured cooperation.

This does not mean that boards of education should set up committees as their "rubber stamps." A committee that is not given real problems and real responsibilities should not be organized in the first place.

about 10 years ago, and responses to the New York survey indicate that school building programs still are the main objective of the vast majority of citizens groups. Since it appears that schoolhouse planning will be with us for a long time, it seems reasonable to conclude that building problems will remain the top ranking objective of future committees.

A building program cannot be planned intelligently unless some consideration is given to population forecasts, equipment, budget, finance, curriculum and many other factors. Thus the careful study of building problems is a major activity. It is

Needed: Policy for Compounded Maternity Leaves

LEE O. GARBER

Director, Educational Service Bureau, University of Pennsylvania

THE policy of maternity leaves creates a problem that can be compounded when pregnancies, in the case of the same teacher, follow one another in a comparatively rapid sequence. Such a situation recently gave rise to litigation in Louisiana.¹

This case concerned the legality and application of a board rule relating to maternity leaves of absence for teachers. The statute in Louisiana required boards of education to grant leaves of absence to regularly employed women teachers for a reasonable length of time before and after childbirth and provided that the granting of such leaves could not affect the teachers' tenure rights.

The Rapides Parish school board, on Jan. 3, 1941, adopted a resolution to the effect that an expectant mother should ask for a leave immediately upon receiving knowledge of her pregnancy; in no case should she remain in her position after three months of pregnancy. One taking such a leave should not return within 15 months of the time she left the service and then only at the beginning of a session or at mid-term; and no teacher would be allowed to absent herself for more than 24 months.

The plaintiff in this case, a tenure teacher with some 14 years' service in the system, first became aware of the fact that she was pregnant late in December 1955, and, although aware of the board's rule, did not mention her condition to the board as she desired to finish out the term. Soon, however, her pregnancy became obvious and, at the insistence of the principal, she asked for and received a maternity leave effective April 1, 1956, to continue for at least 15 months or until July 1, 1957. Her baby was born June 12, 1956.

In November 1956, while on leave, the plaintiff again became pregnant.

Nevertheless, she did not notify the board and request additional leave at this time. On July 1, 1957, her maternity leave expired. About that time she wrote to the board informing it that she was pregnant and stating that the baby would be born in time for her to resume her position in September 1957. This baby was born Aug. 17, 1957, and a week later she again wrote the board asking that it allow her to begin work anew when school opened on September 3. To this letter she attached a doctor's certificate to the effect that she was physically able to perform her duties.

New Resolution Adopted

The school board refused her request, and in January 1958, she again requested that she be permitted to start at mid-term, Jan. 17, 1958. Again the board refused the request. While plaintiff was carrying her second child, the board, on Aug. 7, 1957, adopted a resolution identical to its earlier one of Jan. 3, 1941, except it provided that in case a teacher became pregnant while on maternity leave, she could not return for at least six months after the birth of the child and then only at the beginning of a new session or at mid-term.

The plaintiff's action was based upon several contentions. First, she insisted that the board's refusal to permit her to return at the opening of school in September 1957 constituted a removal from office under the tenure law, and was, therefore, illegal as no charges were preferred against her and she was given no hearing. The court disagreed and pointed out that the granting of a leave, under the statute making it mandatory for a board to do so, for a reasonable length of time before and after the birth of a child did not constitute removal from office.

The plaintiff also contended that

the board's action in fixing a certain definite length of time that must elapse after childbirth before permitting a teacher to return was arbitrary, unreasonable and illegal since the statute used the words "a reasonable time." Again the court rejected this contention. In so doing, it noted that while maternity leaves were for the benefit of expectant mothers, "the needs of the school system cannot be overlooked." In granting these leaves, it argued, boards must arrange them so "as not to disrupt the operation of the schools."

Under the statute, the court noted, a board may make such rules and regulations it deems necessary as long as they are not inconsistent with the law. With respect to the rules here in question, it said: "... we think the school board properly considered the welfare not only of the teacher but of the school children and the school system, and we see nothing unreasonable or arbitrary in the time fixed for such leaves of absence both before and after childbirth."

Finally, the plaintiff contended that if the board's refusal to permit her to return was predicated on its resolution adopted Aug. 7, 1957, it was ineffective as it was equivalent to giving the rule a retroactive effect, in that she was eight months pregnant with her second child at the time. The court, again, rejected this contention. It reasoned that the 1957 rule, largely identical to the one adopted in 1941, was merely explanatory of the earlier rule, and was passed to clarify it. Even conceding that it was applied retroactively, the court held that the 1941 rule amply covered the situation.

To avoid the possibility of litigation of this sort, school boards might well examine and, if necessary, revise their current resolutions relating to maternity leaves. ■

¹State ex rel. Polly Hicks Sepulvado v. Rapides Parish School Board, 108 So. (2d) 96 (La.).



CHALK DUST

Fred Schickel

RESCUE COMMENCEMENTS

THE EARLY fall months are not a bit too soon to plan for next year's commencement. Many commencement activities should be restructured as soon as possible, and some of them could stand a little deconstructing as well. Having barely recovered from a few dozen such ceremonies last June (several as a substitute speaker, one as a grandfather, two as a mover of chairs and remover of vociferous siblings, three as an innocent bystander, and one as a non-show), I am prone to speak of the graduation processes with much anguish.

Let superintendents be warned by the fate of Gordon T. Scheckel of Baltimore. *Time* reports his attending a commencement program and being rushed to a hospital with his jaw locked open from an excessively wide yawn. This sort of thing must be halted before too many people become aware of the dangers inherent in our present graduation ceremonies.

Because of the fruit bearing population explosion, the original two-hour commencement exercises of yesterday have doubled in time and space, and the parade of diploma winners has extended to such proportions that it is no wonder that Gordon got lockjaw. In former times, a few prizes for excellence were awarded with reasonable speed, but today the local *entrepreneurs* have discovered that a \$5 award at commencement will draw more publicity and favorable mention than several thousand dollars spent on TV time. It is distressing to contemplate what will happen when the word gets around to Madison Avenue and to the soap manufacturers.

How can the commencement be reformed? Some hard-boiled authorities advocate the exercises be discontinued entirely and the graduates simply pushed out in order to make room for the oncoming horde. Others attempt to gain the same end by planning for outdoor ceremonies where a friendly weatherman usually disperses the crowd with unseemly showers. Still others plan a school pageant guaranteed to put spectators to sleep so quickly that they will have no time for the disconcerting type of yawn that hospitalized Gordon.

These apparent evasions of an honorable tradition, however, may lead to different public relations. A better plan, probably, is to rethink the whole business — to separate honor assemblies from the graduation process, to abolish amateurs and orators and similar inconsequentials, to give honor only where honor is due, and to get on with the job as expeditiously as possible.

PLATTER PATTERN

MANY agonizing questions arise regarding the best possible distribution of the annual report of the school superintendent, particularly when law and custom specify that it must weigh at least five pounds and be bound in buckram. It burns so poorly that it cannot be forced on an overloaded janitor.

Should the report, then, be distrib-

uted as a window prop to those underprivileged families who cannot afford an air conditioner? Or should it be filed in unsuspecting libraries and reading rooms where, under Gresham's Law, it will eventually drive out more profitable literature?

All of these worse-than-death fates might be avoided if the administrator would take a tip from a national insurance company which recently has begun to issue its annual report on a long-playing record made of unbreakable plastic. Each platter features the company president delivering a talking report to his stockholders.

In the case of the school report which, alas, too often has less sex appeal than the actuarial figures of a life expectancy table, the platter might be made more acceptable by using the reverse side for a good hot bebop number, thus satisfying the demands of progressive education and winning a place of honor in every home.

In any such give away program, however, a bit of payola should be included such as a dictionary, an encyclopedia, a thesaurus, and a road map. For unfortunately, many annual reports still need these kinds of aids for proper interpretation.

LETTER TO THE PRESIDENT OF A TEACHERS COLLEGE

Dear Mr. President:

You will undoubtedly remember that following Pearl Harbor when Colin Kelly was shot down while bombing the Japanese Cruiser, Ashijari, President Roosevelt wrote a letter to "The President in 1960."

In the letter, he requested whoever might be the Chief Executive at that time to provide a scholarship to the air academy for Colin's young son, in recognition of the father's heroism and the promise of military competence in his offspring. This action, carried out by President Eisenhower, has become one of the more sentimental episodes of our history and warms the cockles of the heart of America.

With a somewhat similar purpose I am asking you, Mr. President, to arrange for the admission to your institution in 1975 of another future hero, 7 year-old Roger Woodward.

In case you have been unable to keep up your reading, the situation is this: Last July, Roger Woodward plunged over Niagara Falls and is the first person to survive such a trip except for a few barrel owners who did it for fun. In so doing, Roger evidenced a resourcefulness, a hardihood, an ability to handle unexpected emergencies, as well as the possession of a tough physique. All these qualifications single him out as a particularly well fortified candidate for the position of school administrator (or even college president).

In order to be successful, a superintendent must lead a life of brinkmanship. He must view the waves of public emotion with calmness and unconcern. He must be prepared for dizzying descents and rough submergencies. In a word, he must be weatherproof, windproof and waterproof.

The profession is desperately in need of characters like Roger Woodward, who after his violent plunge over Niagara, is reported to have said, "It was really a lot of fun and I am ready to do it all over again."

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Probe Dimensions of 'Tomorrow's Superintendent'

LEO E. BUEHRING

MACOMB, ILL. — The danger that professional educators are losing the leadership which is rightly theirs was of immediate concern to the 14th annual meeting of the National Conference of Professors of Educational Administration, which met at Western Illinois University from August 21 to 26. Responsibility, respectability, seriousness and depth were the key words of the speakers and special interest group discussants who tackled this problem.

Supt. Sidney P. Marland Jr. of Winnetka, Ill., said: "It is not necessarily undemocratic to lead. Yet we have given such ardent worship to the word 'democracy' that we — both superintendents and professors — have not given the necessary leadership. We should not abdicate."

A. L. Knoblauch, president of the host institution, expressed it this way: "It isn't the man who cries 'undemocratic' that chases us from the positions of administrative leadership. Neither is it the man who accuses us

of being business managers nor the fellow who pumps for the educational statesman in the superintendent who has us on the run. Rather it is the fellow who cries, 'Let's all do it this way,' and then forgets that a creative person cannot exist under these conditions, much less thrive and lead democracy to ever greater goals in an age when to be creative is our only alternative."

Unprofessional Professionals

L. D. Haskew, dean of the school of education and vice president of the University of Texas, described the 1950's as the "decade of the amateur." He said that while the outpouring of lay participation in education had been one of the greatest educational achievements, and one of which educators were proud, this development had been accompanied by a holding back of the professional "until he no longer is 'professional' in the usual sense of that term."

Dr. Haskew said that in past years

two concepts had caused educational leadership to become increasingly conservative and cautious: the "dental" concept (the best leader can extract the most ideas from the deeply buried memories of others, but has no thoughts of his own) and the "strategy" concept (as an expeditor the leader does the right things to people at the right time so the desired things the people want to achieve can and will happen). Dean Haskew urged school administrators to turn the "Serious Sixties" into the decade of professional leadership.

At one session speakers reviewed the 1960 yearbook of the American Association of School Administrators, "Professional Administrators for America's Schools," and outgrowing activities. Professors of education were urged to reexamine what they were teaching in administrative skills and in theory, and to determine whether administration courses were providing administrators with the desirable help they wanted. (Cont. on p. 112)



SEVEN of the 14 past chairmen of the Planning Committee (equivalent of presidents) attended this year's conference (l. to r.): William E. Arnold (1948), Russell T. Gregg (1949), Daniel Cooper (1951), Van Miller (1954), Jack R. Childress (1958), Richard C. Lonsdale (1959), and William R. Flesher (1960). All took an active part in the program.



PROFESSORIAL members of the 1959-60 Planning Committee were (l. to r., seated): Lloyd E. McCann; Dale K. Hayes (secy.-treas.); William P. Flesher, 1960 chairman; Howard Eckel, 1961 chairman, and Jack Culbertson. Standing (l. to r.): Otto E. Domian; Theodore L. Reller; Daniel E. Griffiths, 1961 chairman-elect; Steve J. Knezevich, and R. L. Johns.

Cafeteria Is 'Hub' of School's Traffic Flow

BOTH physically and psychologically, the round, glass-walled cafeteria (illustrated on this month's cover) of Maine Township High School West, Des Plaines, Ill., forms the center of nonacademic activities. It is located on the first floor of the hub from which three two-story academic wings and two intermediate wings protrude. The spacious and colorful room is a pleasant place to dine for the 2450 students. It is also the natural social center of the school.

Minimum Traffic. One outstanding feature of the design of Maine Township West is the economy of movement. About 800 students spend at least three-fourths of the school day in each of the three academic wings. Since the central services — administrative suite, library, auditorium, cafeteria — are housed in the central core, student traffic is about one-third that ordinarily found in a high school of this size.

The distance from any one of the wings to the cafeteria is relatively short. Handwashing facilities are provided in the corridor of each wing. Students can leave their books and personal items in their wing lockers, so no storage space for these is needed in the cafeteria area. Wing passageways merge into the wider, circular corridor space which completely circumscribes the glass-encased rotunda.

Across this corridor on one side is a social area which in turn opens onto an open terrace. This serves as an outdoor extension of the cafeteria.

Service Schedule. The lunch period extends from 11 a.m. to 1:30 p.m. Service is in six shifts; about 350 to 500 students are excused at intervals for each shift. Some 1350 students (about 55 per cent) utilize the full cafeteria service. Since no separate snack bar is provided, the remaining 1100

students, who bring their lunch, file through the regular cafeteria lines for milk, malted milks, and desserts. No student is permitted to leave the campus during the school day.

Students enter the cafeteria through the seven glass doors of the continuous glass wall. They file past one of the two double serving lines — one on each side of the cafeteria and located to the rear of the room — and select any table they wish. After finishing their meals, the students return the soiled dishes to the central dish counter, possibly stop by one of the four drinking fountains in the center of the rotunda, and exit through the door of their choice.

Despite the freedom allowed students in entering and leaving the cafeteria, there is no traffic confusion or congestion. While the dining capacity is 900, there are now tables and chairs for only 650. Thus the maximum number of students leaving at any one time through any one of the seven doors is an average of less than 75; at other times there are as few as 50. Orderly exit time, clocked by teacher supervisors, has been as low as 40 seconds.

Cafeteria service is provided by a professionally trained manager, a chef, 20 full-time workers, and several student helpers.

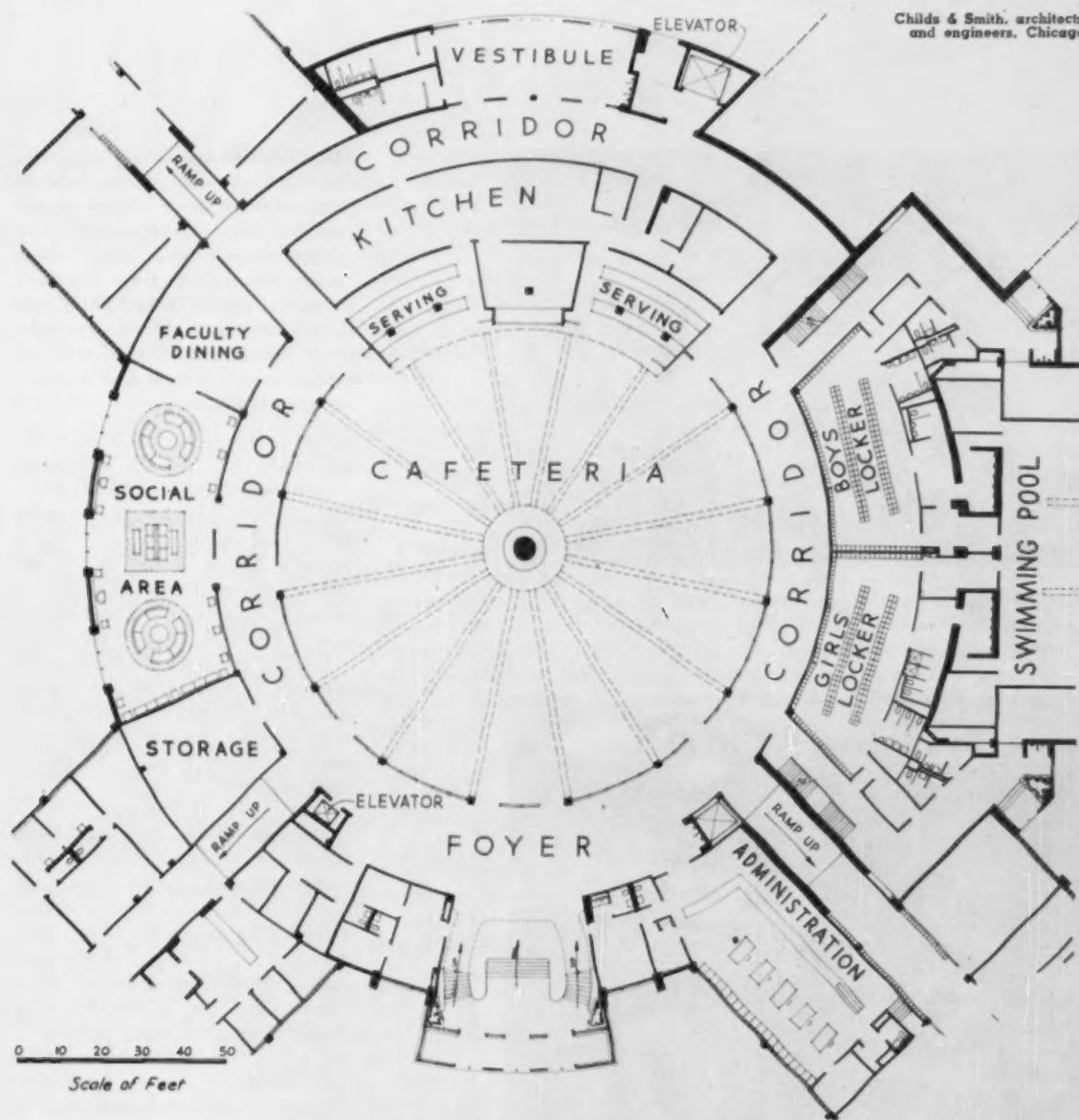
Social Center. In addition to lunch period use, the cafeteria also has other functions:

1. It is a study and visiting center for students who arrive by bus, prior to the first class meeting.
2. It is an overflow study hall during certain periods of the day when the three regular study halls are filled.
3. It can be used for group testing.
4. It is a community meeting center.

During after-school hours of the 1959-60 school year, the cafeteria served more than 20,000 persons, or

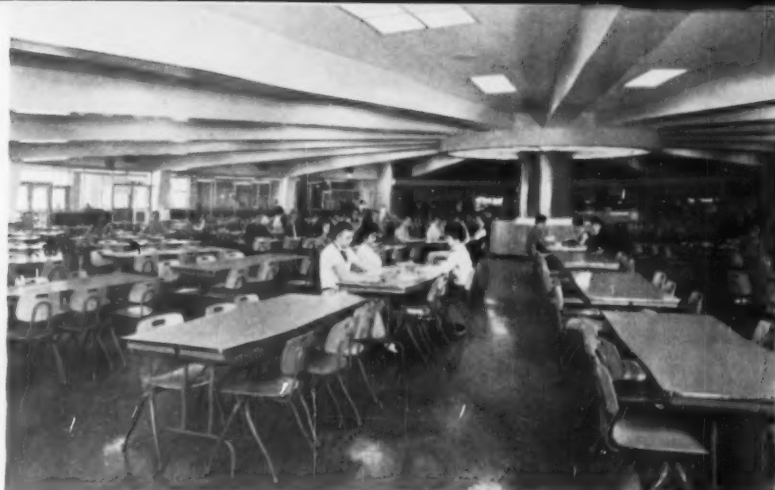
CAFETERIA at Maine Township High School West, Des Plaines, Ill., is center of activities, center of building. Cafeteria is used for lunch, study hall, central staging area for buses.

Childs & Smith, architects
and engineers, Chicago



FIRST FLOOR - CENTRAL CORE

CIRCLING a bright red pillar in center of cafeteria are drinking fountains and enclosed storage cabinets. Notice how students enter serving line through glass doors (back center) from a surrounding corridor.



All photos from Francis G. Owen Studio, Chicago

AUDITORIUM (upper left) is on second floor of central core, above cafeteria. Floor space in front can be used for dances, exhibitions, and placing of opera-type chairs. The latter are stored under stage when not in use. . . . **FLOATING STAIRCASE** (lower left), at main entrance (extreme left) to central core, leads to cafeteria on first floor and auditorium on second floor.

about one-fourth of the 83,400 who also used the school's auditorium (above the cafeteria) and other facilities. The 83,400 persons attended school club meetings, a variety show, pancake day, gatherings of boy and girl scouts and other community and civic organizations, all-school dances and other all-school social affairs.

Food service on these occasions generally is provided by the school's own staff, although at larger gatherings catering service is arranged, aided by several school lunch department employees.

Cafeteria Design. Topping the vast lunchroom is the reinforced concrete ceiling. Exposed concrete beams radiate in all directions from a massive central pillar to provide a clear area, 120 feet in diameter, unobstructed and free from interior columns. Above the ceiling is the ventilation system. Within various recessed portions of the ceiling are mounted clusters of light fixtures.

An array of colors contributes to the cafeteria setting. Below the





BUS CONCOURSE

provides covered access for students into cafeteria, which serves as study and visiting center before first class. Food delivery is facilitated because bus concourse is adjacent to kitchen area.

aluminum framed window walls, along most of the periphery, are finished enamel panels of bright red; the panels match the color of the massive pillar at the room's center. Circling the pillar are enclosed storage cabinets in contrasting light colored wood. Cabinet tops form a shelf for the four drinking fountains.

Walls of the serving area are white glazed tile, the same as in the kitchen area. Floors throughout are resilient tile. Windows look out on the surrounding corridor.

Kitchen Plan. Directly behind the service counters is the spacious, well lighted kitchen. The modern off-floor, away-from-the-wall equipment includes gas ovens and ranges; reach-in and walk-in refrigerators; counter, food preparation, and dishwashing equipment. Fire extinguishers are conveniently located on the kitchen walls.

Raw food is received at the rear dock, placed on a large freight elevator, and taken down to the lower level for dry storage. Garbage is taken out through the back door and burned in an incinerator.

All steam and hot and cold water lines, as well as electrical conduit, are under the cafeteria floor, which forms the roof of a large, undivided space below ground level. The latter also houses the electrical substations; central transformers; distribution switchboard; fan, locker and laundry rooms, and an indoor track and indoor game facilities.

Faculty Room. Members of the administrative and teaching staff are served in an adjoining room, also glass walled, which has its separate serving counter. From here students in the general cafeteria area can be observed; however, several faculty members are assigned especially to supervision. Soiled dishes are returned by teachers to the central dish room.

The only vending machines are in the honor study hall, operated by the student council. It is located near the cafeteria and is open to students with a grade average of C or better.

Comprehensive School. Maine Township High School West is a four-year comprehensive school. It prepares students for both terminal employment and college; about 60 per cent of its graduates enter college. It is the second school of the 32 square mile Maine Township High School District No. 207. In addition to Des Plaines, the school serves the city of Park Ridge, parts of Glenview, Niles and Morton Grove, and a large unincorporated area. Earle W. Wiltse is district superintendent.

Maine West was planned under the direction of the former superintendent, Harry D. Anderson, who retired in 1959. The school was designed by Childs & Smith, architects-engineers, Chicago. First classes met in September 1959.

Ralph J. Frost Jr., Maine West's first principal, now is assistant superintendent. The new principal is

Herman L. Rider, former assistant principal and chairman of the science department. Continuing as assistant principal is Robert A. Wells.

Asst. Supt. Frost had these observations to make regarding Maine West's 1959-60 school year:

"The consensus of staff and students at Maine West is that the first year of operation has been successful. Strong morale, brought about by an emphasis on a team approach to school problems, has made for an excellent *esprit de corps*.

"The physical design of the building, too, has contributed to the development of a good rapport among faculty and students. The idea of 'schools within a school' has helped to foster a warm, friendly atmosphere often considered to be an outstanding characteristic of a small school; yet Maine West offers all the educational opportunities of the large, comprehensive high school.

"The arrangement by which students spend the major portion of their day in the wing to which they have been assigned has helped to bring students into closer relationships with their instructors and has tended to develop an educational climate which encourages each student to do his best. With this decentralized approach, there is less likelihood that the individual will be lost in the crowd and a greater likelihood that he will find himself in a situation where he will be well known to both his instructors and classmates." ■

SCHOOLHOUSE PLANNING



All photos by Warren Reynolds, Infinity Inc., Minneapolis



SEEING DOUBLE?

Not really! These twin-like schools in Hastings, Minn., are located on two different sites.

Tilden Elementary School (above left) and Cooper Elementary School (below left) were constructed from one master plan.

***There ARE times when dual use of plans
is feasible, but circumstances
must be nearly identical. Here is a case
that satisfied both the architect and the board***

Look-Alike Schools Reduce Costs

B. J. POLGA

Superintendent, Independent School District No. 200
Hastings, Minn.

ONE highly rewarding way to cut school construction costs is to build two schools of identical design simultaneously, under the direction of one architect and with one set of contractors. We learned this lesson firsthand in our Hastings, Minn., school system.

By combining twin construction with the use of low budget materials and modular methods, we were able to build two elementary schools for only \$523,820 or \$13.97 a square foot. The cost included construction, fixed equipment, and site development. Each of the schools has eight classrooms, a kindergarten, a general purpose room with stage and locker facilities, a kitchen, a remedial reading room (in the central core), a small woodworking shop, and the usual auxiliary facilities.

Negating Factors. For a two-schools-at-one-time program to be workable, all factors must be favorable. A twin school building program can *not* be expected to be successful in a community where, for example, the following conditions prevail:

1. The population growth is heavier in one section of the city than in the other, thus causing an im-

balance in school building requirements.

2. It is difficult to obtain similar building sites. The problem of obtaining locations in two precise areas often deters even the most vigorous school boards. Legal and condemnation proceedings and building demolition are time consuming, expensive and unpopular practices.

3. The topography of two available sites is dissimilar. A building scheme that fits one site may not fit the other. Design changes subtract from the advantages of identical and simultaneous construction.

Small Schools Favored. Several smaller elementary school buildings, rather than one large central school, were favored by our district for these reasons:

1. With a greater number of buildings located throughout the district, the individual school is more readily available for community use, which we actively encourage.

2. With buildings fairly evenly dispersed, we have nearly eliminated the need for bus transportation of children, thus saving considerable expense and administrative time.

3. Our district is divided into

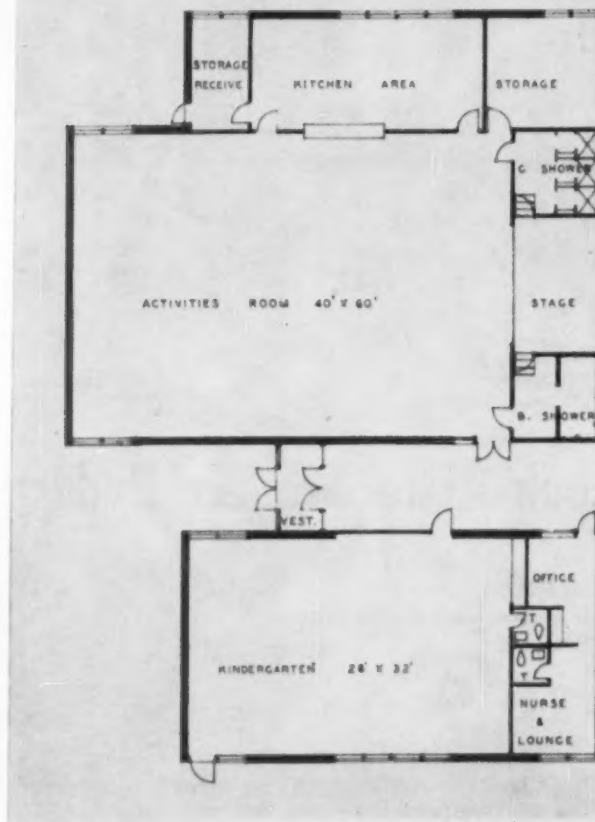
thirds by two major highways. Were we to construct one larger, centrally located building, the crossing of the heavy traffic lanes would present a serious hazard for most school children. (It was hoped that as the need arose, a third building could be erected.)

4. Areas in which the two existing buildings were located, while in different parts of the city, were about the same size and needed the same number of new classrooms. Also, the two building sites, though extremely small, presented similar orientational and topographical conditions, and involved no soil problems.

For these reasons, we decided to construct the new Cooper and Tilden elementary schools on the sites of the two existing schools.

Cost Advantages. By constructing two buildings from the same blueprint, costs were materially reduced. Contractors were able to save time and money by buying materials, equipment and services in larger quantities when negotiating for subcontracts on a two-at-a-time basis. Excavating, steel erecting, and other equipment could be shifted from one site to the other without delay, and

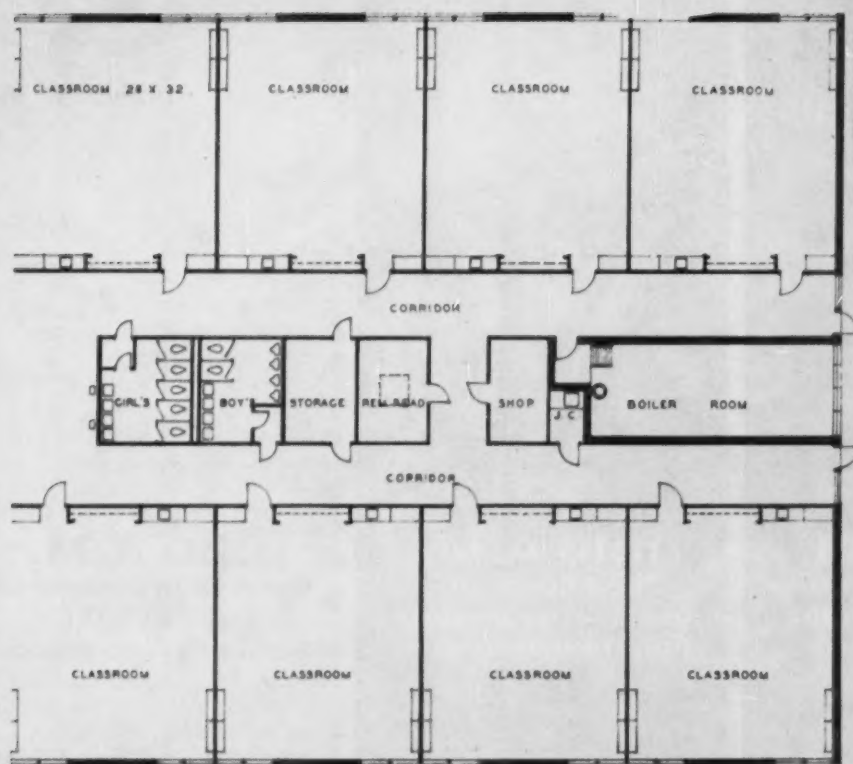
GENERAL PURPOSE room (below), used by pupils and public in the two schools, has steel frame construction. Clerestory windows and artificial lights at ceiling height provide good illumination.



without the added costs that accompany the initiation of any new projects.

One construction superintendent supervised both projects, thus reducing labor costs to the contractor. Concrete forms, ordinarily built specially for every new construction project, served both jobs. The favorable soil conditions permitted the architects to plan economically a simple and straightforward design.

KINDERGARTEN (left) is located near the front of each school building. Each has a separate outside entrance, sink and toilet facilities. There is a maximum of tackboard space.



Architects and engineers: Magney, Setter, Leach, Lindstrom and Erickson, Minneapolis

MASTER floor plan shown here was used in constructing the two schools. Original design provides for addition of six classrooms and a library.

Architects and engineers for the twin projects were Magney, Setter, Leach, Lindstrom and Erickson, Minneapolis. They drew one set of plans with two different site plans. The usual commission of 6 per cent for new construction was charged on the first school, a smaller percentage on the second. The architects consider this a satisfactory and equitable arrangement for both parties. After including architects' fees the square foot cost was \$14.56. (An addition built at Cooper School this year cost \$11.01 a square foot.)

Master Design. Except for the general purpose room and the central core of the classroom area, the build-

ings are of bearing wall construction. Footings are concrete, the foundation walls concrete block, and the floor slabs concrete poured on grade. Exterior walls are 8 inch, lightweight concrete block backups and 4 inch face-brick. A 4 foot module was used. Below the aluminum window frames are insulated cement asbestos panels, shop finished with a vitreous, enamel-like surface.

Over-all area of each building is 168 by 96 feet. There is no basement. Careful planning provided space for mechanical and storage facilities above grade, thus eliminating the expense of deep excavation and basement wall construction. The boiler room and storage and service fa-

cilities are located in the central core, which is also a buffer zone between the two rows of classrooms.

All facilities used by the community are at the front of the building, including the general purpose room, the fully equipped kitchen, the stage, and the washrooms.

While certain favorable conditions must prevail before a twin school building plan can be undertaken, our experience has shown that it can be accomplished successfully. We recommend that administrators and school boards seriously consider the many advantages to be found in such a plan, even when it requires additional work and study in the early stages. ■

11:00 A. M.

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11:10 A. M.

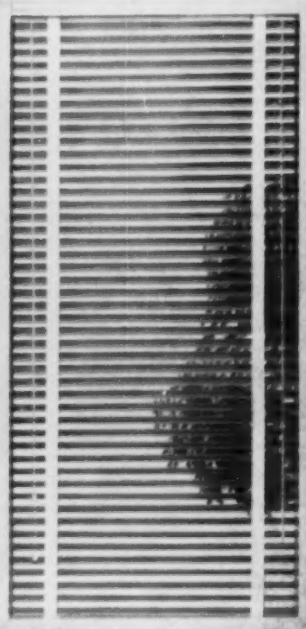
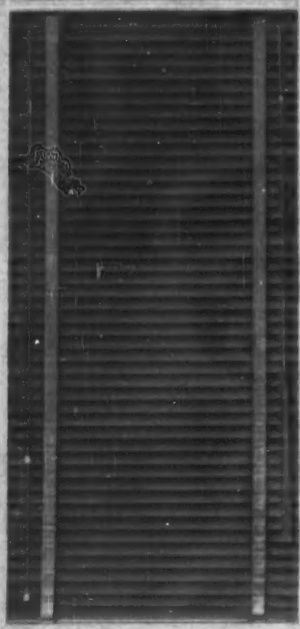
The slides look great. Just enough light to take notes.

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11:20 A. M.

Back to groupwork. Full daylight, instantly—no glare.

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ON THE SHELF

with James M. Spinning

Aspiring Superintendents: Here's What's in the Job

THE MODERN SCHOOL SUPERINTENDENT. By Robert E. Wilson.
Harper & Brothers, New York,
1960. Pp. 232. \$4.50.

Until now you probably have never seen a book like this in the field of school administration. Dr. Wilson is realistic, practical, shrewd, crisp and at points outrageously and refreshingly frank. He aims to tell the aspirant what the superintendent's life is really like, dares him to test his aptitude for it, and, if he is still listening, furnishes basic road directions. He comes as close to fulfilling the assignment as any one man could.

There is good meat in the book, too, for the Old Broken China Hands. You can read it in two hours and pound your knees in delighted agreement most of the way.

Dr. Wilson is associate professor of educational administration at Temple University. He came up through the chairs in the public schools of Ohio — teacher, high school principal, assistant superintendent (Elyria and Canton), and then four years as superintendent (Mansfield). He is blessed with a master's degree in business administration as well as a Ph.D. in education.

Both his graphic style and his purpose are revealed in such informal chapter titles as "Where You Can Go," "How To Plane a Board," "Curriculum Carousel," "The Little Things That Count," and "Have Debts, Will Travel." He uses good bold subheads, too.

What It's Like. After the briefest history of the superintendency ever written, the author plunges into the advantages of the job — higher income, prestige, greater opportunities for leadership, freedom of movement and decision, and the privilege of expressing the management function. "The intangible satisfactions . . . for rendering service to mankind are no more than those derived from other levels of educational endeavor."

The author proposes to hang out for airing the "soiled linen" and the "public mailings" of the superintendent in succeeding chapters, though he notes at once that "the socioeconomic status is much stronger in the socio than the

economic. . . . Men with weak stomachs for risk will not be happy in the superintendency." (The man has a flair for the epigrammatic, both quoted and original.)

Routine Emergencies. In describing the superintendent's duties Dr. Wilson presents a bold contrast to the generalized and often tedious elaborations of the traditional texts. He renders out the lard, leaving room to cite in fast phrases 59 actual sticky situations encountered by one superintendent in a three-year period. These range from a janitor's writing indecent notes on school typewriters to be found by children and a child's being seriously injured by falling ceiling plaster to neighborhood gang feuds and a teacher's being accused of advocating communism — all to the disruption of the sound ongoing program of the schools.

Any of you could add 59 more in two minutes flat, but they're not the sort of thing that gets into the usual prospectus. With his gift for the specific Dr. Wilson shows that "the most typical characteristic of the superintendent's day is its dissimilarity from the day before."

In terse and sometimes poignant sentences the author deals with the job risk involved in dismissing a popular coach, the failure of a board member's child to be graduated, or a disastrous school fire. In the midst of his trials the superintendent occupies a position of loneliness. He's the only one of his kind in the community. So much of what he knows is confidential that he can never safely share his problems.

That Board! Like the other sages, Dr. Wilson urges that the new superintendent ask at once for a good spelling out of functions and jurisdiction, written down as specifically as possible. He avers that the superintendent generally encounters little combat with the board majority.

It is the independent froward character, the member elected to "get the superintendent," the self-appointed authority on educational matters, the one who represents a specific interest in the community however friable it may be, the man who regards the gaining of
(Continued on Page 106)



New Overly Fire Barrier with Panic Hardware ends safety compromises

As a result of a recent test at Underwriters' Laboratories, Overly Manufacturing Company is authorized to manufacture Fire Barriers, equipped with new Sargent exit hardware, that are completely approved for both fire and panic safety in public school use. *This is the only product—completely tested for A, B, C, D and E labels—that assures absolute safety for fire and panic conditions.*

The U/L labeled doors and frames in the new Overly Fire Barrier provide for protection of stairwells, corridors and exits of educational buildings against the rapid spread of fire's heat and smoke. And the Fire Barrier's newly designed hardware prevents door jamming under panic conditions by releasing easily under pressure from the smallest child.

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Overly

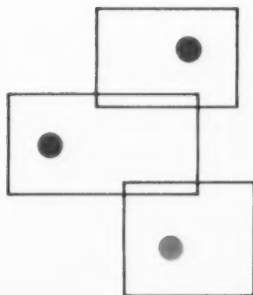
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On the Shelf

(Continued From Page 103)

a point with greater significance than the welfare of the school system — these give the administrator his sleepless nights.

Those Women! While paying tribute to outstanding contributions by lady board members, the author cites with sympathy a reckless colleague who believes that every element in the community should be represented on the board — except female temperament. The superintendent "rediscovers a truth no younger than the Garden of Eden, that no volume of psychology, philosophy or technical know-how enables the male mind to comprehend that of the female."

Dr. Wilson's recommendation: "Remember where the majority is when the chips are down, and occasionally send the female member a dozen long stemmed roses." He gives no estimate of the purse effects when the superintendent has three ladybirds to woo.

There are more patently useful words on relations with mere male commissioners, on good timing in introducing proposals, on the avoidance of split votes, and on gauging the board's and the community's "power center." The superintendent will "string along with the majority as much as possible, trying to play soft music when the differences erupt...."

"Regardless of how many times a board overrules the superintendent, or what balmy decisions the board makes, once the vote is cast it becomes the decision of both the board and the superintendent." If the board is persistently clique-split the superintendent has the alternative of moving to less resistant pastures or of sweating it out until the next board election.

And the Staff. There is ripe wisdom in the chapter on "A Faculty for Administration." "The first essential of command is to look after the needs of the troops.... The teacher's load has been magnified by an increasing lay expectation.... Syndicated psychologists have made their contribution to the tension of the teacher by planting in the minds of parents [the conviction] that a child's total personality could be thwarted by punishment.... The superintendent is doomed for premature frustration if he entertains illusions about achieving a 100 per cent contented staff."

Werewolves. While there is need for administrative understanding of teachers, Dr. Wilson stresses the *vice versa* of it. All administrators have been teachers, while few teachers have had administrative experience or even a single course in administration. "Some attempts have been made maliciously, if

abortively, to widen the gap [between staff and administration] by a small group of teachers who aspire to introduce unionism within the profession. In order to rationalize this irreconcilable coalescence and having a need for a werewolf against which a rallying cry can be built, they have conjured up... a separate entity labeled 'management'... an ogre that must be intimidated and embarrassed."

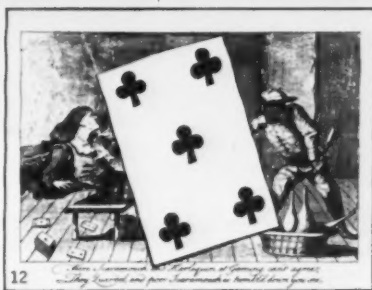
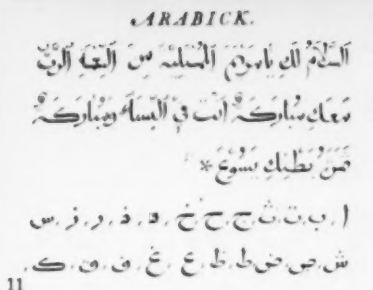
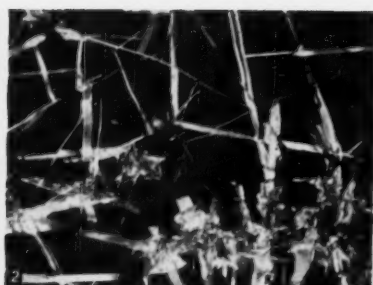
Sidewalk Superintendents. For his work in curriculum revision the administrator has "more sidewalk superintendents than do all the nation's construction engineers combined." Every group from the Garden Club and the L.W.V. to the Bricklayers' Local wants its cause represented in the curriculum pattern. "No word yet from the distilleries."

There are also the get-a-new-coachers, the de-enrichmenters, the patrioteers, the moraleers, and the muleteers. The answer to this problem is: Beat them to the draw. Invite them in, fill them in, tell them about school accomplishments. Don't be afraid to stick out your best foot. Ask for suggestions. When questionable recommendations come, refer them to the curriculum committee — and don't hurry the committee.

Quarterbacking. You'll find good passages on handling the administrative team ("Schools are not run by flow charts alone"); delegating authority, snipping red tape, keeping short meetings short, laying the cards face up ("A prospective superintendent without the courage to give 'em hell occasionally had better remain in his teaching role"), and maintaining good public relations ("Just how excited educators become over criticism can be realized from the barrage of angry monotonous articles in the professional journals that follow every attack on the schools.... We tell each other over and over again how unfair the criticism was.... It would be more fruitful if we could evaluate each criticism calmly... and reply unemotionally if it deserves an answer").

Getting the Job. Dr. Wilson's handbook tells you how a board of education selects a superintendent (there really is no telling, so widely do the procedures vary); how to get on the list; how to be interviewed (what to wear and how much not to talk); what salary to expect; how to avoid buying a false Shangri-La; and how, having bought a good one, to stay in it... but not too long. "A minimum tenure in one community should be three to five years. A wise rule of thumb: Don't leave until after you have received the second contract."

I like it least when the author says that the candidate should "manage to" (Continued on Page 108)



(1) Retailing (2) Microscopy (3) Sea Serpent (4) Stair (5) Heraldry (6) Cinerama (7) Make-up (8) Numismatics (9) Modern Art (10) Counterfeit Money (11) Calligraphy (12) Whist

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Vol. 65, No. 4, October 1963

For additional information, use postcard facing back cover.

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On the Shelf

(Continued From Page 106)

flatter artfully the feminine member of the board," and "a superintendent (because he has no control over the availability of enticing vacancies) cannot let his conscience disturb him over leaving before his contractual obligations have been fulfilled." Never underestimate the intelligence, or the intuition, of a woman. Always be careful to stress the necessity of obtaining a *willing* release from contract, which I am sure the author meant to do.

I Flunked. Introducing it with full recognition of the limitations of any

such screen, Dr. Wilson presents for self-administration an aptitude-interest test for intending superintendents. Its 70 questions are related to progressive conservatism, stoicism, divergent interests, adaptability, diplomacy, gregarious personality, and understanding of human nature.

You will be pleased to know that I flunked this test miserably. I reached scratch in only two categories. To console people like me, Dr. Wilson allows that even flunkers might make good on the job by virtue of some other special virtue, say dogged drive. And he adds that there is always sheer "fortuity." However, even these kind suggestions

leave me no excuse for the fraud on the public and my colleagues of my 21 years as a superintendent. The only possible justification for me is that I never pretended to be a *modern* superintendent. I am glad that more is now expected.

Only one thing still bothers me. To qualify for a superintendency Dr. Wilson suggests that "a minimum of 110 I.Q. is reasonable." We used to be told that 110 was the absolute minimum for getting into college with any hope of staying there until graduation!

Getting To Be a Doctor. The book presents a well balanced menu for the doctor's degree in school administration. The author would not require mastery of a foreign language or a doctoral dissertation. "Any correlation between competency in foreign languages and success in school administration is purely coincidental." Of course, the superintendent should have a basic course in research technics, but in general he can find more advantage in an internship than in a dissertation of minor import.

Financing of the graduate years remains a major problem. One good step would be to abolish the requirement for a lengthy, continuous stay on campus.

There is a strong closing chapter on the importance of the superintendency and on the challenges to society, to the administrator-training institutions, and to the candidate. "Never has there been a greater need for hardy men."

I like this book. There is a real place for it in any program in school administration. It is panoplied in experience. The author has a genuine gift for direct talk and directive guidance. He avoids oversimplification by balancing rather than by qualifying his statements. This makes for both vigor and readability.

One may perhaps be excused for suspecting that, in his reaction against the romantic as well as the turgid, the writer has too largely refrained from saying that it is a good thing for a man to be caught up by something more important than personal success; that it is good for him to come to the superintendency with a faith in education so strong that the position means far more to him than a job or a game or a prestige symbol or anything less than a willing compulsion to labor cheerfully and resolutely to improve the vineyard and let the ulcers fall where they will.

I like to think that with a decent dash of humility the superintendent, whether beginning or continuing, could use to advantage Dr. Wilson's fine road map and still hold to a vision larger than his own career. The mountains and the valleys, the plains and the roadside inns are good. But the landscape is incomplete without a bit of sky. I confess it as a weakness that what I like to think is apt to be the thing I think. ■

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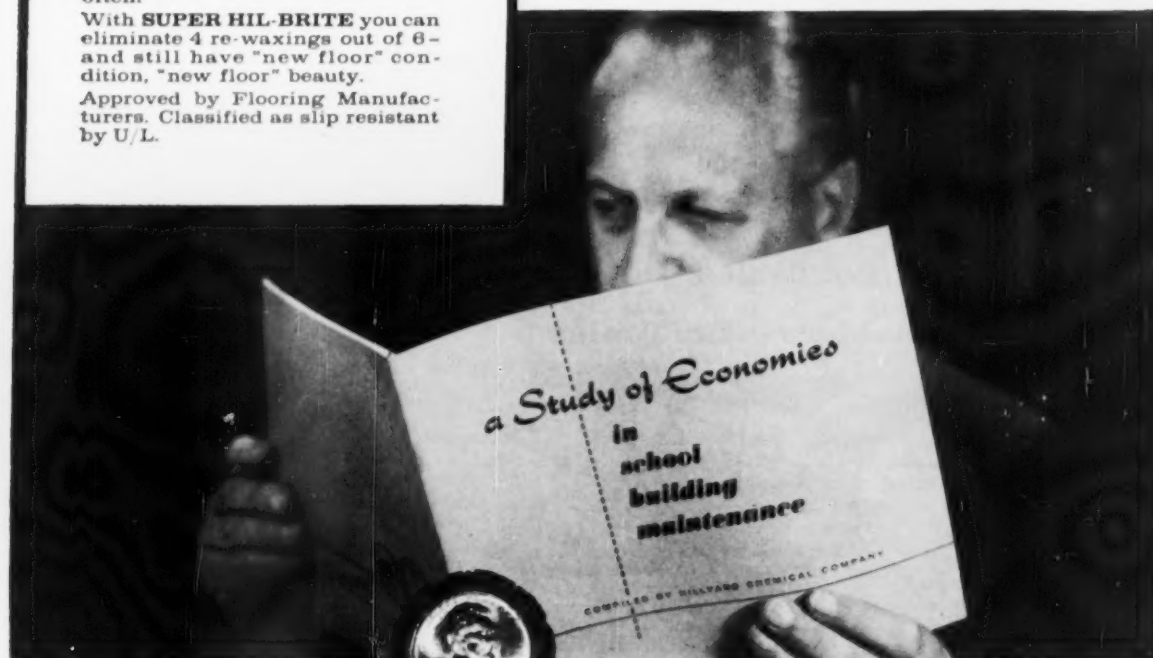
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The ABC's of Coping

(Continued From Page 86)

Fundamentally, the history of change is the history of education and the history of education is the history of change. If we review the first great educational development in the story of man we must realize that the world never really got going until that fateful day in prehistory when some thoughtful industrial arts teacher chiseled out the first wheel from a large stone. The stone probably was thrown at him by an irate taxpayer. The future superintendent un-

doubtedly was looking for a project for the vocational education classes and had no idea that he was starting something that might go round and round faster and faster until it eventually became part of a school bus.

"Change is inevitable. . . . Change is wisdom," said Disraeli. "There is nothing permanent except change," said Heraclitus. But it is doubtful that any of us quite comprehend the earth shaking changes that have occurred in our own teaching lifetime.

There has been a change in the groupings of mankind that has submerged world powers, brought about

new world leaderships, and divided the peoples of the world into two great ideological divisions involving diametrically opposed ideas, principles and moral concepts. There has been an upsurge of the undeveloped countries and a struggle for recognition that is shaking the world.

In our own country, there has been a change in economic and social life that has affected the pattern of our daily existence, the groupings of our population, and the economics of our living. There has been a spectacular increase in our knowledge and understanding, our concepts of physical reality, human behavior, science, technology and even space itself.

How shall the superintendent cope with these changes? He will have to accelerate tremendously his powers to adjust. He must emphasize our national and international kinship — socially, economically and spiritually. He must change and reorient the outdated curriculums — replacing many of the present textbooks, rebuilding and re-equipping the laboratories, sharpening the methods and materials of instruction, improving the quality of teaching, and using the new media that science and technology are making available.

More Education at Every Level

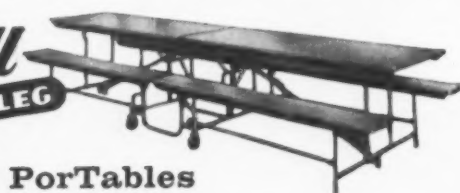
The superintendent must provide for more education for more people at every level, but with no compromise in quality — utilizing the art galleries, museums and the resources of the past; increasing adult education programs, and opening colleges to every youth who can profit by the resources therein.

The superintendent must professionalize himself and his school. He must accept a longer school day, a longer school year, and a longer school lifetime. He must build a new sense of urgency, break down the lethargy that comes with ease and prosperity, and face up to the importance of understanding the necessity of education and the cost in dollars and cents.

Only by understanding these changes can the school administrator cope adequately with the copes that presently fill his professional life with misery and joy, with frustration and satisfaction, with worse and with better. Only by professionalizing his job will the superintendent be able to conquer the saucy, scary, sensational, surging, Singing Sixties. ■

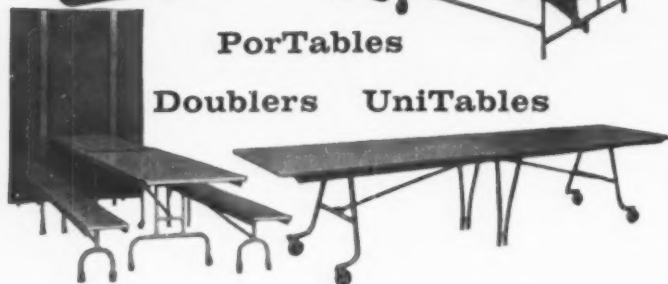
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N.C.P.E.A. Meeting

(Continued From Page 93)

An innovation at this year's conference was an actual closed-circuit TV presentation with a talk-back hook-up entitled "Images of the Administration." The university's equipment was utilized. Factors effecting changes in school administration were identified by this program as follows: rapidly expanding population, worldwide mobility of population, exploding technology, and the tremendous growth in knowledge generally. Other

factors were: metropolitan government, increasing participation of women in world affairs, segregation (racial, economic and residential), the higher degree of national interest in education, and the growing gross national product. Pursuit of pleasure for pleasure's sake also was said to be a consideration.

National Minimums

A national system of education was stressed by Theodore L. Reller of the University of California as imperative. This would not be a nationalized

system, but one in which the state and local units, at least the larger bodies, would continue to serve within the national framework. The program would lay down national education minimums and define national and world purposes. A corollary is to be found in the draft for military personnel. What would happen if this function were left to the discretion of localities and states?

Other thoughts expressed: There is no equality of educational opportunity in the United States now; the best teachers go to areas where pay is the best. Education is one of the nation's major resources, and unless the country marshals this resource, as well as the others, it will lose world leadership. The question is whether our society is spending its resources in a way to bring it the greatest returns.

More thoughts: National minimums are unavoidable; they are being developed now in the form of regional requirements of accrediting associations and in the development of course materials for such nationwide projects as the physics program. We are more likely to have centralization if we drift. Today we still have a choice as to the kind of standards to be adopted if we know what we want and act accordingly.

The dimensions of the administrator of the future, according to the telecast, include the following: high intelligence, emotional stability, totality of perception, a background in planning and use of research (not necessarily in the technics of conducting research), ability to deal with people, ability to delegate, and a sense of social values above materialistic values.

What Is Theory?

One of the high points of the conference program was a panel presentation by 2 two-member teams on the place of values in the development of theory. Occupation with this high level subject was considered by the members as the sign of a maturing organization.

Discussions brought out these points: Theory is a set of assumptions from which can be derived a set of empirical laws. Educational administration theory is a set of assumptions regarding the nature of what administration is, presented in clear statement form. The statement can be

(Continued on Page 116)

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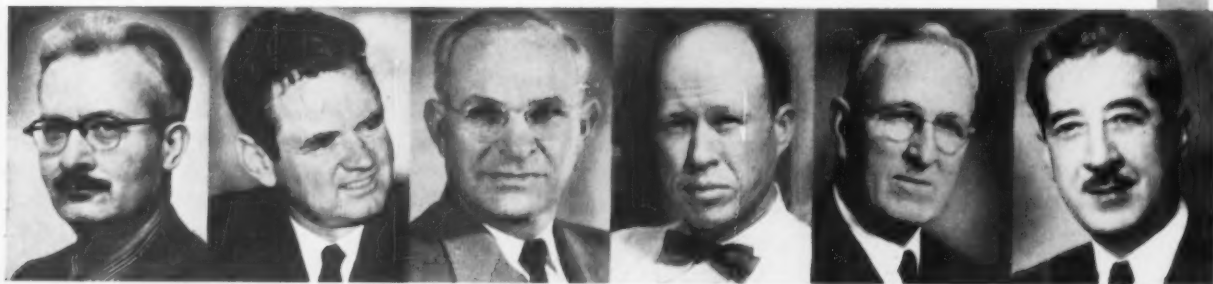
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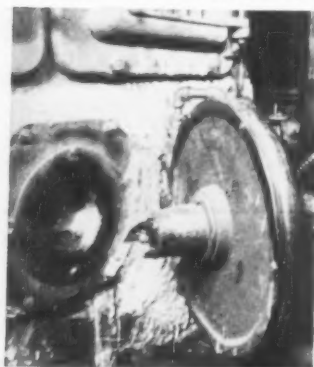
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(Continued From Page 112)

tested and worked out in practice and then used by a principal to operate a school. Theory involves description, prediction and explanation. It is a tool with which to attain knowledge. No one theory is far enough advanced to be adopted as the theory of school administration.

Practitioners should be included in research teams that are studying areas in which the practitioner needs help. Let the administrator be his own scientist and do testing in his own field. A theory is valuable only if it can be tested and can be lived by.

What Administration?

During the course of the week the spotlight of inquiry repeatedly was placed on the words "administrator" and "administration." Questions such as these were raised:

Is it desirable to separate school administration from general administration? Is the preparation of school administrators primarily a vocational enterprise or an academic pursuit? Is administration a separate profession? Should it be? Should school administration identify itself with professors of administration or with the profession of teaching?

Other queries included these:

Where does the principalship fit into the picture? Who is the key practitioner, the superintendent or the principal? Do our present trends of training imply a specialization which does not permit flexibility? What is common to school administration, to the superintendency, to the principalship, to other administrative positions in the school district? Is the growth of preparational programs for the superintendency a special case of William H. Whyte's "The Organization Man"?

One answer is more attention to the preparation of both men and women for the principalship.

In some schools of education fewer than 25 per cent of doctoral candidates become public school superintendents. Thus school administration in all its aspects needs to be considered, not just the superintendency.

Special interest groups, which met throughout the week, discussed administrative internship, administrative theory, certification and accreditation, and communication in educational administration. Other subjects discussed

(Continued on Page 118)

Gymnasium, Riverside School, Riverside, Ill., floor of First Grade Northern Hard Maple.
Architects: Schmidt, Garden & Erikson, Chicago. Photograph courtesy Hedrich-Blessing, Chicago.



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By Stephen D. James, M.A. English, M.A. Ed.

Beseler Vu-Graph Overhead Projectors can be valuable, time-saving "teaching assistants" that expand the teaching capacity of your present faculty. This has been convincingly demonstrated in several long-term programs which have been sponsored in the interest of improving teacher utilization and efficiency.

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WHAT VU-GRAPH IS

Vu-Graph is an "over-the-shoulder" or overhead projection instrument which permits placement of transparent visual aids on a self-illuminated horizontal projection stage. The glass cover over the large aperture of the stage also provides a writing surface at a convenient, normal position. The projection stage holds a support post for a projection head that stands above it. The lens-mirror assembly of the head, pointed downward at the aperture, "sees" the transparent material and casts a huge, brilliant image behind the operator.

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TEACHER FACES CLASS, SEES RESPONSE

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TEACHER WRITES, SKETCHES, ERASES OR TESTS

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OVERLAYS BUILD COMPLEX CONCEPTS IN SIMPLE STEPS

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(Continued From Page 116)

were: organizing educational aims, educational personnel administration, recruitment and selection of educational administrators, and values in educational administration.

Do-It-Yourself

William R. Flesher, chairman of the N.C.P.E.A. planning committee (the equivalent of a board of directors), pointed out the contrast between this year's program and those of recent years. Outside specialists had been invited from the behavioral sciences and, last year, from business and other professions. The success of the 1960 meeting is evidence that the conference also can have a good, intellectual program out of its own membership, Dr. Flesher said.

Dr. Flesher told The NATION'S SCHOOLS reporter that the educational administration course involves less and less teaching future superintendents a bag of tricks; emphasis is on interaction, community relations, and educational theory. Since professors of educational administration no longer are content to go merrily through operational and procedural types of training, there has been a definite shift in the preparatory program, Dr. Flesher said, adding: "Just as we are concerned with the inservice education of the superintendents, so we shall have to become concerned increasingly with the inservice improvement of the professor of educational administration."

Future Planning

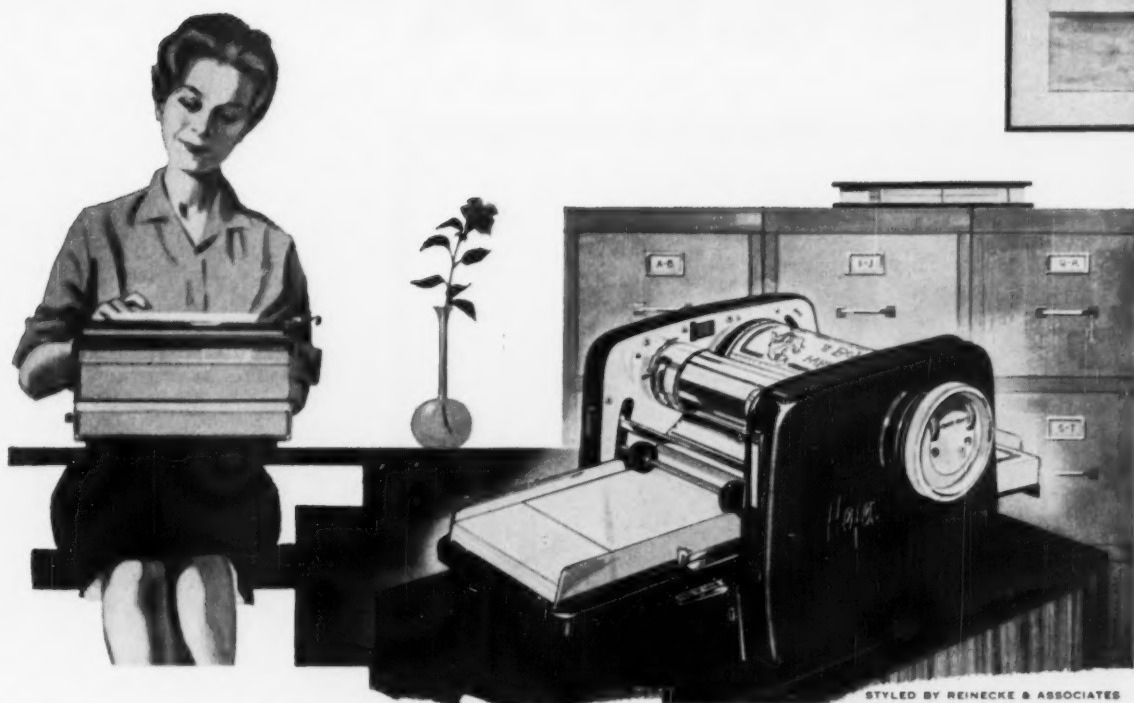
N.C.P.E.A. has no officers in the usual sense of that term. At each annual meeting, three members of a planning committee (composed of nine members) are elected by the participants. Committee members elect their own chairman. The new chairman is Howard Eckel, University of Kentucky.

Dr. Eckel told The NATION'S SCHOOLS that N.C.P.E.A. exists for the development of the profession of educational administration. He said: "We are still looking for the kind of procedures that will be of value to us; for in the degree they will be effective for us, to that extent they will be helpful for the people we work with."

The Kentucky educator has been

(Continued on Page 120)

The NATION'S SCHOOLS



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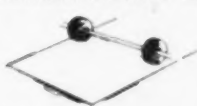
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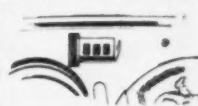
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(Continued From Page 118)

working for two years with interdisciplinary teams. If finances of the conference permit, he would like to bring specialists together with educators for two or three days in early 1961 to look intensively at some different approaches to central problems of school administration. A second session would be held shortly before next year's conference.

The possibility of using tape recordings and filmstrips to conserve presentation time also is being considered by Chairman Eckel.

The 1961 meeting is scheduled to be held at the University of California, Berkeley, August 20 to 26. In 1962 the conference will meet at the University of Minnesota, Minneapolis.

New Planners

The 1960-61 N.C.P.E.A. planning committee, besides Chairman Eckel, includes:

Daniel E. Griffiths, Teachers College, Columbia University, chairman-elect.

Three new members: Parmer L. Ewing, New York University; Kenneth E. McIntyre, University of Texas, and Merle T. Strom, Ball State Teachers College, Muncie, Ind.

Immediate Past Chairman William R. Flesher, as ex-officio member with voting rights, under a change in procedures agreed upon this year.

Holdover members: R. L. Johns, University of Florida; Jack Culbertson, Ohio State University; S. J. Knezevich, University of Iowa, and Lloyd E. McCann, University of Arizona.

Dale K. Hayes, University of Nebraska, was elected to a second term as secretary-treasurer.

Of some 850 professors known to teach courses in educational administration, more than 500 have attended N.C.P.E.A. conferences during the organization's 14 year history. This year's 155 registrants were from 34 states and represented 76 different colleges and universities. ■

What Price Vandalism? Officials of schools in New York City report that a new elementary school could be built with the money spent in repairing four years' damages to schools by vandals. Most of the \$500,000 spent yearly goes for replacing broken windows. Efforts made to curb vandalism include educational programs for students and changes in the design of new schools.

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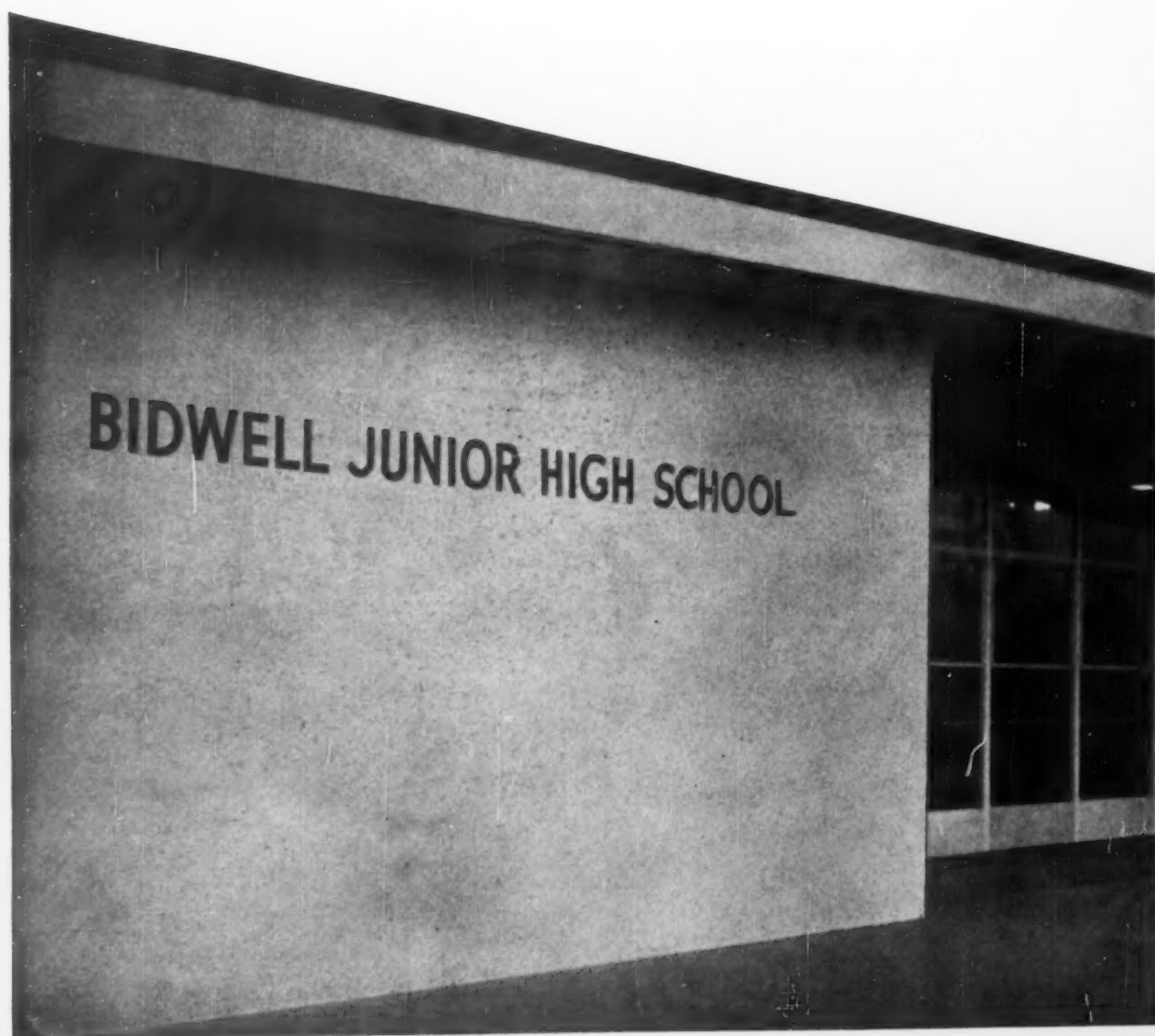


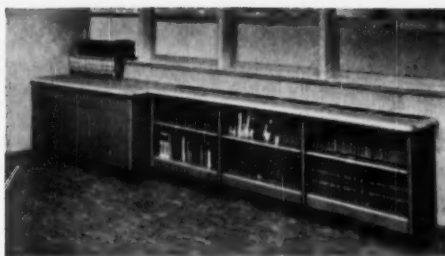
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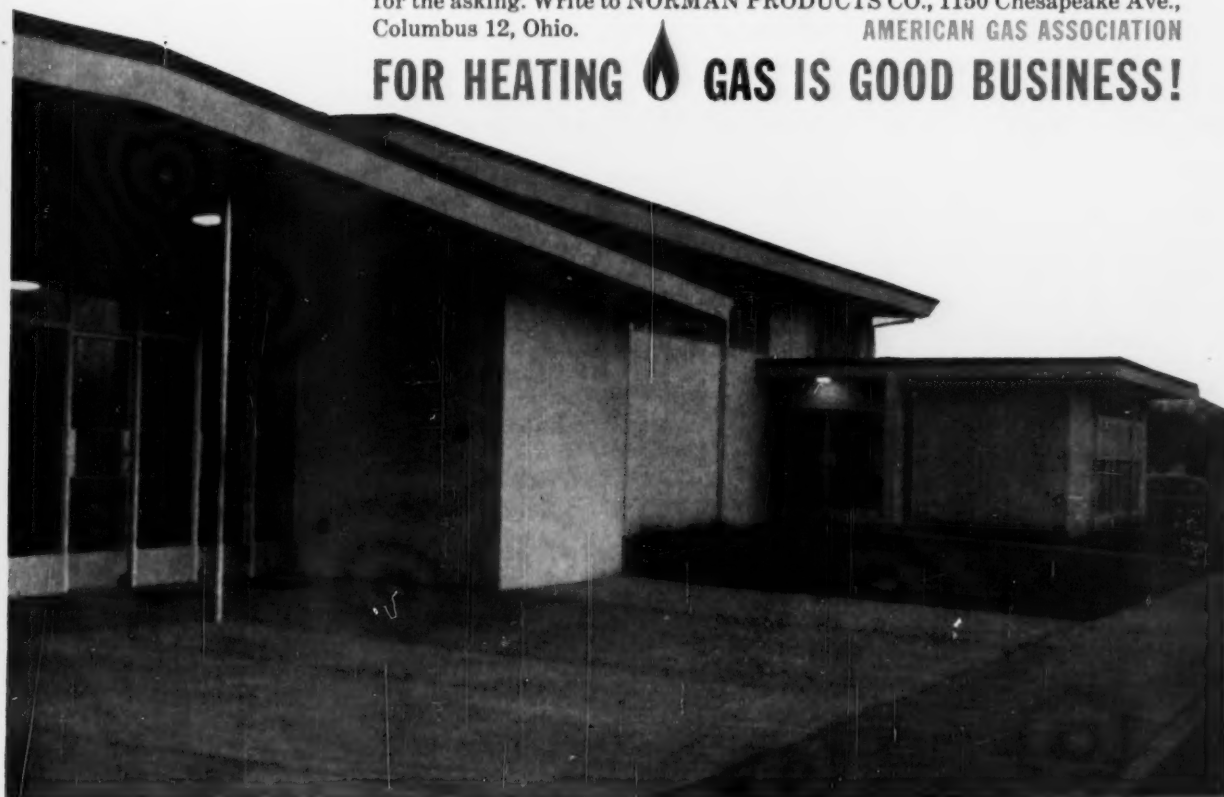
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N.D.E.A. Aid

(Continued From Page 83)

programs and yet have potential for advance. The program is no worse in its implications than are most programs of specific incentive aid.

Another superintendent forcibly pointed out that "the identification of mathematics, science and foreign language as the special areas to be singled out for financial support implies an extraordinary conception of education for effective citizenship in our society."

Still another superintendent voiced his beliefs about N.D.E.A. by stating: "In my opinion, the act is virtually a hoax upon the schools and upon the public. The red tape involved is out of all proportion to the benefits available, especially in districts that are already doing a good job in the areas most stressed in the act. I am waiting for the politicians to point to this lukewarm response of the schools as evidence that federal aid is unneeded and unwanted."

A fourth superintendent had certain misgivings about N.D.E.A. be-

cause "Title III tends to become a 'gadget' program through its disproportionate emphasis on equipment at the expense of supervision and in-service training. In the case of Title V, our state department of education appears to have been under pressure from Washington to require a certain pupil-counselor ratio as a condition which a school district must meet before it can apply for assistance under Title V. It is our contention that this is a violation of Section 102, N.D.E.A."

Finally, the lack of local, state and federal communication was stressed by the superintendent who wrote: "We have a strong feeling that our state department of education is handicapped by not knowing whether the interpretations of the federal auditors will coincide with the interpretations of the state and U.S. Office of Education officials. We do not believe that federal auditors should have the power (real or fanciful) to interpret N.D.E.A. in ways that are not consistent with interpretations of the U.S. Office of Education."

Our consideration of Public Law 85-864 and its implementation to date in a number of city school districts, and previously in state departments of education, suggests a number of long-range issues which should be raised. While these issues may have been suggested by the responses reported here, the following discussion goes beyond them.

1. Must we perpetuate the folklore of local school control? The law itself contains these words: "The Congress reaffirms the principle and declares that the states and local communities have and must retain control over and primary responsibility for public education." This is customary language for the Congress and for many politicians at all levels of government. Yet, there is much evidence to suggest that such a position has never been as clear-cut as it sounds. Furthermore, there is much evidence to support the contention that the influence of the federal government has increased in recent years.² We suspect that in our kind of economic, political and social world, major participation and some control on the part of the federal government are inevitable.

²Campbell, Roald F.: The Folklore of Local School Control, *The School Review*, 67:1-16 (Spring) 1959.



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2. What do we mean by control?
Here again there are pious words in the law:

Section 102. Nothing contained in this act shall be construed to authorize any department, agency, officer or employee of the United States to exercise any direction, supervision or control over the curriculum, program of instruction, administration or personnel of any educational institution or school system.

Is control only a matter of rhetoric? Is it possible to have it or not to have it merely by saying so? The question of control is much more subtle than that. For instance, Public Law 85-864 is placing much emphasis on the testing phase of guidance. Guidance may have needed more emphasis on testing, but the influence of piecemeal federal legislation does not appear to be the most satisfactory way to settle this question.

3. Must we bootleg federal aid under the guise of education for defense? Again from the law: "The national interest requires, however, that the federal government give assistance to education for programs which are important to our defense." Does not the national interest for peace as well as for defense require that the federal government provide assistance? Mobility of population, great disparity among the states in their ability to support education, and the overlapping of financial resources among tax jurisdictions are factors not to be ignored in financing education.

4. What is the relationship of Public Law 85-864 to other national policy for education? Federal policy for education has long been diffuse. Allen noted in 1950 that more than 20 agencies of the federal government were engaged in bona fide educational programs.³ The situation has not improved since then. Actually, in the provisions of Public Law 85-864 and the provisions of the National Science Foundation established in 1950⁴ there are some close parallels, particularly with respect to fellowship and institute programs. Perhaps a time in our history has come when federal aid not only deserves frank recognition, but when some rational approach to the various forms of federal assistance might be taken.

³Allen, Hollis P.: *The Federal Government and Education*. New York: McGraw-Hill Book Co., Inc., 1950.

⁴81st Congress, Public Law 507.

5. Is the executive branch of the federal government subverting the policy making function of Congress? It is common knowledge that policy may be formalized by executive interpretation and by court decision as well as by legislative enactment. It is recognized at the same time, with some of the respondents, that there are grave concerns about the extent to which congressional action is submitted to administrative modifications, legal interpretations, and budget rulings. What begins as a relatively simple enactment may, through such a process, turn into a veritable maze not necessarily congruent with the original intent.

6. Is the traditional value position of our nation being threatened? The essence of the democratic credo has been the enhancement of the individual. The state has been seen as the servant of the individual and not the reverse. Basic to this position is the assumption that free individuals will take the steps necessary to ensure group welfare. "Education for defense," on the other hand, places the emphasis on the social need, not on individual development. Able stu-

dents are to be identified as a national resource. Many students are to be given financial aid to help them become scientist soldiers for national survival. Is it possible that in order to meet the threat of our chief antagonist we have adopted the very values which we wish to resist?

In summary, this study and other reports on N.D.E.A. make it clear that most school districts are implementing one or more aspects of Public Law 85-864. At the same time a majority of board members and superintendents look upon the act with reservations. These reservations spring chiefly from what appears to be excessive red tape and upon the selective aspects or special aid features of the act.

However, the need for supplemental money appears to be great enough in many districts that N.D.E.A. aid is accepted in spite of objections to certain features of the law. The act does appear to be stimulating those aspects of the program toward which it is aimed, but the selective nature of the act helps create some of the long-range issues that ought to be faced when Congress considers extension of Public Law 85-864. ■

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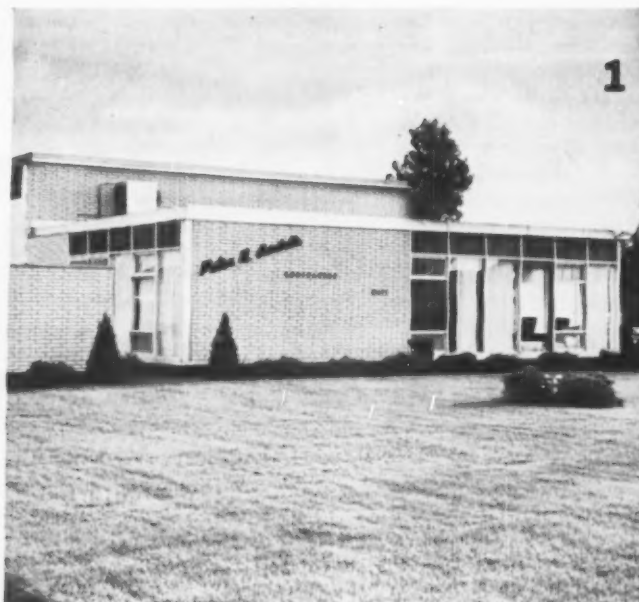
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NEWS IN REVIEW

Federal Court Sweeps Away Louisiana Segregation Laws; New Orleans Schools Again Under Local Control

NEW ORLEANS. — Within a 10 day period, just prior to the opening of the current school year, public schools here underwent a change of control from parish (county) school board to Louisiana Gov. Jimmie H. Davis and back to the local school board.

On August 27 a three-member panel of federal judges swept away seven Louisiana laws designed to prevent integration and enjoined Governor Davis, who 10 days earlier had taken over the administration of the New Orleans schools, from further interference. The federal court also cited Louisiana Attorney General Jack Gremillion for contempt because of an outburst while the court was hearing the cases. When the court handed down its decision — one of the most inclusive to come from a federal tribunal in an integration controversy — General Gremillion denounced the court as a “den of iniquity” and walked out.

Governor Davis, in taking over the administration of the New Orleans schools and in naming Orleans Parish School Supt. James F. Redmond to operate the schools in the governor's

behalf, had acted under a 1960 statute that permits the governor to supersede parish school boards to prevent racial integration. The governor's action came after Federal District Judge J. Skelly Wright had ordered the Orleans schools to integrate Grade 1 in September.

Backing up the governor, in effect, was a state court, which held that only the legislature can reclassify a school racially, and ordered the Orleans board not to comply with Judge Wright's desegregation ruling. Following the August 27 ruling, however, the judge postponed the integration order until November 14.

It is expected that the significance of the decision, nullifying the state laws, will stretch beyond Louisiana. Houston, Tex., schools are under order to integrate immediately as are the Dallas schools in September 1961. One section of the decision enjoined Louisiana's state treasurer from withholding books, supplies, lunch funds, or any kind of aid from integrated schools. A Texas law withholds state funds from any school district that integrates without a major-

ity vote of approval in a referendum. Such referendums in both Houston and Dallas have gone heavily against integration.

School boards state that they will lose money vitally needed if they integrate. The Associated Press speculates that the legality of the Texas law is almost certain to come before a federal court and it probably will be at New Orleans.

Meanwhile, Knoxville, Tenn., public schools have begun a grade-a-year plan for integration. The plan, passed by the school board without official announcement, was born under a U.S. District Court order.

N.E.A. Ranks States in Areas of Education

WASHINGTON, D.C. — California is first among the states in classroom teachers' salaries, and first in pupil enrollments, according to the N.E.A. report, “Rankings of the States: 1960.” (Research Report 1960-R9, N.E.A., Washington 6, D.C., 75 cents.)

The report provides 66 tables on educational and related subjects that include such topics as per capita income and tax revenue, illiteracy rates, and educational attainments.

Alaska, according to the N.E.A., has the highest average salary of instructional staff, while New York has the highest current expenditure per pupil and the highest estimated school-age population. Illinois has the highest average length of school term and Hawaii has the highest daily attendance. Highest per capita state expenditure for public education is in Delaware. Highest illiteracy rate, 1950, is in Louisiana, with 9.8 per cent of the population 14 years and older unable to read and write. Iowa has the lowest rate with less than 1 per cent of the state's population unable to read or write.

St. Louis Board Takes Steps To Recover From Scandal

ST. LOUIS. — A major change that may come out of the scandal and controversy that has rocked the board of education here may be the creation of a new centralized administration for the school system that would place the building department, as well as other units, under the jurisdiction of a superintendent responsible to the board. The change would require a revision of state legislation.

The St. Louis board reportedly is taking steps to restore public confidence in the system. The sweeping reforms that

(Continued on Page 130)

NEW OFFICERS of the National Audio-Visual Association, posing at the association's recent convention in Chicago, are (front l. to r.): Harold A. Fischer, Photosound of Orlando, Fla., second vice president; Harvey W. Marks, partner, Visual Aid Center, Denver, president; Mahlon H. Martin Jr., M. H. Martin Company, Massillon, Ohio, first vice president. In the back row are (l. to r.): W. G. Kirtley, D. T. Davis Company of Louisville, Ky., immediate past president and new chairman of the N.A.V.A. board of directors; Earl Harpster, Harpster Audio-Visual Equipment, Inc., Cleveland, treasurer; Robert P. Abrams, Williams, Brown & Earle, Inc., Philadelphia, secretary. Each of the new officers was elected to a one-year term.



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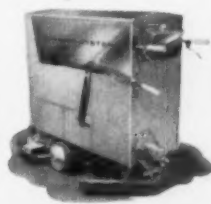
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MARK
20

MARK
26

for quiet, efficient, continuous scrubbing

Five years of research, engineering, and on-the-job testing of various pilot models have enabled Finnell to offer a battery-powered combination machine that is truly customer/designed! Incorporating the features most wanted by a cross section of business and industry, the unit performs quietly . . . has compensated motor . . . specially designed battery rack to eliminate lifting out batteries . . . simplified controls to assure greater ease of operation . . . accessibility of all parts to permit safe, easy inspection and maintenance . . . sturdy gear system to reduce maintenance costs. And like all Finnell Combination Machines, the unit applies cleanser, scrubs, and picks up — in one operation. Independence from power lines enables the machine to go wherever the operator guides it . . . scrubbing continuously. The Mark 20 cleans up to 15,000 sq. ft. per hour; the Mark 26, up to 21,600 sq. ft. per hour. Brushes are counterrotating to eliminate torque. Each unit is powered by four standard 6-volt, 25-plate, 210-ampere batteries which permit up to eight hours of operation without recharging. Finnell also makes battery-powered combination machines in larger sizes.



No switches to set for fast or slow — pressure of hand on clutch lever adjusts speed (up to 180 lineal fpm). Variable brush pressure to meet specific needs.

A compact battery charger is included with each unit as standard equipment. Batteries can be charged on the machine or rolled out on a charger bench.



For consultation or literature, phone or write nearest Finnell Branch or Finnell System, Inc., 210 East Street, Elkhart, Indiana. Branch Offices in all principal cities of the United States and Canada.

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Originators of Power Scrubbing and Polishing Machines



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PRINCIPAL
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**QUIET, POWERFUL
EFFICIENT
VACUUM CLEANER**

**MODEL
200**



COMPARE THESE FEATURES

Air Volume 100 C.F.M. • Air Speed 350 M.P.H.
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Complete Information**



KRAKO OF TOLEDO
3128 Bellevue Rd., Toledo, Ohio

Board Scandal

(Continued From Page 128)

are expected will be the result of a recent grand jury investigation that led to the indictment of a former board president and his son. One of three board members, also under fire, has resigned.

The jury charged that over the last 25 years some board members had used school craftsmen employed by the system to do personal work for them. The jury asserted that some of this work had been done on board time and involved the use of board materials and supplies.

A dentist, Dr. James J. McCaffery, former board president, and his son, James N., suffered indictments. The dentist was indicted for stealing time, labor and equipment during the spring of 1958. Both he and his son were indicted for perjury in denying that school employes had performed work at a friend's home (friend of the dentist) while being paid by the board.

Board members in St. Louis can be removed only by court action. It generally is conceded that much of the board's troubles stems from the unusual administrative setup which has helped to make the building department a "patronage plum," according to the *New York Times*, and has made employes particularly sensitive to outside pressures and political influences. The department's commissioner is appointed by the board for a four-year period and his actions are not subject to a general review.

At present three studies are being conducted at the board's direction that will determine what action is necessary.

Erie Superintendent Hickey Enters Catholic Priesthood

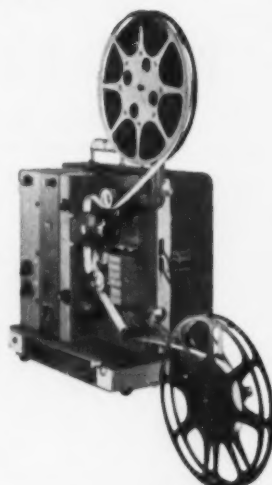
ERIE, PA. — John M. Hickey, superintendent of Erie's public schools for the last 10 years, has announced that he is leaving immediately for Rome to study for the Catholic priesthood. Dr. Hickey, 47, has resigned as head of this city's public schools and has been assigned to study in Rome by Roman Catholic Archbishop John Mark Cannon, Bishop of Erie, for whose diocese Dr. Hickey is a priesthood candidate.



John M. Hickey

In Rome Dr. Hickey will study at Beda College, a special seminary established by the Catholic bishops of England for men entering the priesthood later in life (the usual age for ordination of a priest is 25).

Good reasons for RCA projector popularity!



- "Life-Tested*"—your assurance of projector quality!
- Easiest, fastest threading in the 16mm field!
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- Powerful 1200-watt lamp—throws 20% more light on screen!
- Built-in lubrication!
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- Nylon film pressure shoe—lasts 2 to 3 times longer!
- Superior sound reproduction!
- Longer operating life; minimum maintenance!

*Rigid endurance standards have been set for RCA "LIFE-TESTED" Projectors. Individual components as well as finished projectors are subjected to continuous testing to evaluate the durability and efficiency of all operating parts. "LIFE-TESTED" at RCA means better, more reliable performance from RCA Projectors.



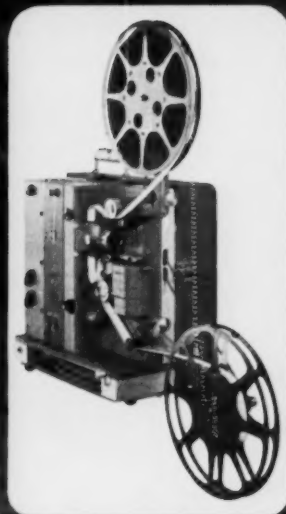
TMK(S) 50

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Another reason
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THREAD-EASY FILM PATH



...EASIEST TO THREAD, SIMPLEST TO OPERATE

Almost anybody can thread an RCA "Life-Tested" 16mm Projector in less than 30 seconds. Its exclusive Thread-Easy film path is the simplest and most direct in the 16mm field. Even amateurs can screen every show with professional-like ease.

RCA engineers continually search for new ways to make RCA projectors even longer-lasting and easier to operate. As new ideas are proved valuable, they become part of RCA Projector design.

For example, the latest "Life-Tested" Projectors incorporate a nylon film pressure shoe which is kinder to film, quieter operating and so durable that it probably will not require replacing during the normal lifetime of the projector. New, too, is a one-piece, precision tooled intermittent cam and gear which replaces a 3-part assembly. A new claw design accommodates new or old film with equal facility and reduces film handling noise to a hush. Like most changes, these are not readily visible, but are

contributing substantially to the smooth operation and dependable performance you expect from RCA Projectors. This is the important kind of design change, the kind that keeps RCA Projectors always ahead in 16mm.

Competitive comparisons have sold thousands of RCA Projectors. Make your own . . . you'll go RCA!

Your RCA Audio-Visual Dealer has full details on RCA "Life-Tested" Projectors and other electronic aids to education. Look for his number under "Motion Picture Equipment and Supplies" in your Classified Directory. He will be glad to come to your school to give you a demonstration.



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LUXURY FOR LOUNGING . . . Howell's versatile new **ENCORE** collection of upholstered modular furniture. Light tubular steel with clean modern lines . . . three smart metal finishes—white, bronzite or satin chrome . . . choice of supported vinyl or fabric upholstery . . . 3 inch firm cushions. Chair units are free standing or can be combined with simple clamps for a variety of seating arrangements. Tables, too, fit into the modular plan.

Send for catalog illustrations, specifications and photos of actual installations—tell us the possible use you have in mind and get specific recommendations. Stacking Chairs—Lounge Furniture—Tables and Chairs—Occasional Tables.



HOWELL

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A.F.T. Criticizes N.E.A. on Integration, Labor 'Stand'

DAYTON, OHIO. — The American Federation of Teachers, in its recent annual meeting here, announced that collective bargaining would be a principal objective of the federation. Carl J. Megel, A.F.T. president, told the convention that "collective bargaining for public employes is slowly becoming recognized as the legitimate avenue for the resolution of employee-employer relations."

The federation adopted a resolution that branded the National Education Association as a "supervisory-dominated organization" and accused the N.E.A. of being "against the labor practices found necessary to win improvements for teachers and for public education."

In other action, the A.F.T. accused the N.E.A. of a "shameful neglect of the principles of democracy" in maintaining separate affiliates in the South for white and Negro members, and called on the N.E.A. to follow the federation's example by prohibiting segregation at the local level.

The A.F.T. convention, attended by about 750 teacher delegates, also endorsed student "sit-in" demonstrations against segregation, stating that such demonstrations are a "peaceable expression of protest by young people against environmental handicaps as they seek self-respect, recognition and dignity."

An A.F.T. resolution calling for the abolition of the House committee on un-American activities resulted in a challenge by the committee to the union to back up its criticism. The resolution said that the committee's recent investigation in California had resulted in "irrevocable loss of dignity, reputation and jobs of many California citizens, especially probationary teachers." The committee retorted that some subpoenaed witnesses are or have been "members of the Communist party who use their employment to weaken our national security." The committee then invited the A.F.T. to appear before it and in sworn testimony "present the documented facts of your charges."

INDEX TO THE NATION'S SCHOOLS

The index to the first six issues of this year's magazines (January through June 1960, Vol. 65) has been printed separately. Send a note or post card for your complimentary copy. Printed copies of the index for Vols. 63 and 64 (January through June 1959 and July through December 1959) are still available. Persons who have asked for the previous index will be sent the latest index without further correspondence.

OVER 5,000 SCHOOLS HAVE MADE THOUSANDS OF DOLLARS SELLING POPCORN



Financed Extra-Curricular Purchases with the Profits

Small schools, medium size schools, large schools, across the nation, have found the solution to obtaining much wanted items not included in the school budget.

They have purchased a Manley VISTAPOP® popcorn machine, or similar model, and sold popcorn at school events and functions. Profits of 8c on a 10c bag of popcorn mount up quickly. Soon there is enough profit money to buy those items they've always wanted—band uniforms . . . sports equipment . . . motion picture projectors . . . hi-fi phonographs and many others.

Here's What Schools Say About Popcorn Profits

"We are happy to report that the machine not only paid for itself during the school year, but gave us a substantial profit. The demand for popcorn at our football games has been so great that we have purchased a second machine during this current football season."

—Delano Joint Union High School, Delano, Calif.

"Our Senior Class has just returned from Washington, D. C. This is the second Senior Class to make the trip. It was made possible by the profits from our Manley Popcorn Machine."

—Dawson Bryan Board of Education, Coal Grove, Ohio

"Our popcorn sales are approximately \$30 daily. This increase in store sales enabled us to sponsor a driver training program successfully without charge to the students."

—Williams Township School, Whiteville, N. C.

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MACHINE PAYS FOR ITSELF. Many schools finance its purchase through the P. T. A. or similar organizations — repay the cost of the machine quickly with the profits from sales.

WRITE FOR DETAILS. Mail the coupon below to receive full information on how the Manley Vistapop can work profitably for your school.



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America's Public Schools on Move to 'Toughness'; N.E.A. Survey Report Shows Rapid Advance This Year

WASHINGTON, D.C. — U.S. public schools are moving toward "toughness," according to a cross-country survey report released by the N.E.A.

In Denver, Colo., according to the report, 35 minutes a day has been added to the elementary school program, equivalent to three weeks' additional instruction time for the school year. Denver also has added 30 minutes to the junior high school day and 15 minutes to the senior high school day.

A new arithmetic course, developed

by the University of Illinois and aimed to teach in six years what is now being taught in eight, is being offered in the first grade in Elizabeth, N.J. One grade will be added each year. A new algebra program, also developed by the University of Illinois, is being offered in Grades 8 and 9 in Ridgewood, N.J.

Miami is offering "early bird" classes at 7:30 a.m. for students who want to work extra courses into their schedule.

Syracuse, N.Y.; White Plains, N.Y., and Wichita, Kan., have a longer day.

In order to restore history and the fine arts, literature, ethical and esthetic values "to a position of fundamental and basic importance," Atlanta is placing new emphasis on the humanities.

Advance courses in physics and electronics are being offered to gifted students in Oakland, Calif., while in San Francisco a new biochemistry laboratory has been established and plans are under way for special courses in astronomy, biology, geology, mathematics and chemistry.

Erie, Pa., is offering special classes on the college level for gifted high school students, and in Newark, N.J., an accelerated mathematics course will give college work to high school seniors. Mineola, N.Y., is in the final year of a controlled experiment to determine if able students, attending school 11 months a year, can do four years' work in three.

Junior high school students in Columbus, Ohio, are being given remedial reading classes on early morning TV programs, while Milwaukee has stepped up its use of TV in the elementary schools with courses in art, foreign languages, music, physical education, and science. A new ETV station is about to go on the air in Kansas City, Kan. Broadcasting for four hours each day, the station will be programed primarily for elementary schools.

Beverly Hills, Calif., has started daily instruction in French and Spanish to all pupils in Grades 1, 3 and 5, and Highland Park, Ill., is starting Spanish instruction in kindergarten.

In Hawaii, five specialists have been hired to teach Chinese, Japanese and Hindi to classroom teachers as well as their pupils (see *The Nation's Schools*, June 1960).

Chicago is studying why students drop out of school. Yonkers, N.Y., has a special program for emotionally disturbed children.

N.C.S.C. Will Discuss Lighting, Thermal Environment

TORONTO, ONT. — John P. Roberts, Q.C., minister of education for the province of Ontario, will be among the list of prominent Canadians who will address the 37th annual meeting of the National Council on Schoolhouse Construction. The school planners will meet here, October 4 through 7, at the Royal York Hotel.

Features of the program will be presentations on school illumination and on thermal environment of classrooms by both Canadian and United States specialists in this field.

Presiding at the opening session will be Lloyd L. Waite, N.C.S.C. president and building coordinator for Caddo Parish Public Schools, Shreveport, La.



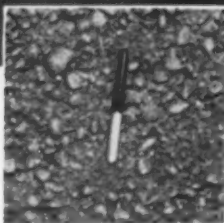
WALK-TOP
Surfacing
Reduces
Wear On
Shoes...
Clothes...
And Kids!

Compare the smooth, grit-free Walk-Top surface above with the ordinary pavement shown right. You will easily see why this non-abrasive material reduces wear on children's shoes and clothes to a minimum.

Walk-Top "saves kids," too! Observation has proved that surfacing playgrounds with Walk-Top reduces both the number and seriousness of abrasions resulting from falls.

Across the nation, school officials in small communities and large are specifying Walk-Top for school yard pavement sealing. In Los Angeles, for instance, more than 30,000,000 sq. ft. of such areas have been Walk-Top surfaced in the last few years.

For complete information on Walk-Top, the trouble-free surfacing for your play areas, contact our nearest office.



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Now—Question and Answer language teaching with new Bell & Howell 2-channel recorder!

This new language recorder enables a teacher to record translation "questions" on one channel of the tape. The student listens, and records his "answers" on the second channel. When the lesson is completed, the teacher and student can listen to both channels simultaneously for critical comparison. Student can re-record as often as necessary to master the lesson. Tape can be re-used

indefinitely by any number of students. Accidental erasure of "question" channel is prevented by concealed switch. This recorder is the basic unit for any language lab. It serves equally well for speech, drama and music instruction. Compact, portable design, traditional quality. Mail coupon today for more complete information.



DOUBLE the value of Language-Teaching Films!

This Bell & Howell movie projector lets you put a sound track on any 16mm film, sound or silent! Show a foreign language film, then show it again with English translation. Add foreign language commentary to silent films. The Filmosound 302 Magnetic Recording Projector lets you back up, erase, re-record as often as you like. Famous Bell & Howell quality assures finest performance in all 16mm projector uses.

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Qualifies for purchase under Public Law
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Bell & Howell,
7155 McCormick Road, Chicago 45, Ill.
Gentlemen: Please send me information on the
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Filmosound 302, and a copy of "Teaching and
Training with Motion Pictures."

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☐ I would like a complete classroom demonstration at no cost or obligation.

Open-Circuit TV Enriches Program in Texas School

RICHARDSON, TEX. — Parents here are able to view the classroom work of their children without leaving their homes by dialing open-circuit television station KRET-TV, Channel 23, owned by the local school system.

Richardson Independent School District decided to make use of U.H.F. educational television when plans for the development of an areawide closed-circuit system did not materialize quickly enough to suit school needs. Operation is under a license from the Federal Communications Commission.

An advantage cited for the open-circuit installation is that it was cheaper to install: Coaxial cables between the various schools were not required. Also, persons with no technical training can operate the camera, so the employment of only one person with technical knowledge is required.

The complete low-power broadcast station — including cameras, audio-visual facilities, transmitter, film and slide chain, antenna and other operating necessities — cost about \$25,000. It can be housed in a room as small as 10 by 12 feet. The Class A signal covers a radius up to 20 miles in conjunction with antennae at 100 to 200 feet.

Receivers and receiving equipment installed in the individual buildings also are usable for receiving regular telecasts, making it possible for the school system to participate in the areawide television program when it begins operation.

Open-circuit television has made it possible for the school district to enrich the regular program of instruction and to present instructors and programs to the children which, without television, would not be possible.

When the station went into operation on Feb. 29, 1960, only two programs were presented: Spanish for Grade 1 and social studies for Grades 1 through 6. Later, a series of science programs for the junior high level was planned and presented through the cooperation of industry.

According to Supt. J. J. Pearce, plans for 1960-61 include Spanish for Grades 3 and 4, and social studies, science, music and art for Grades 1 through 6. Programs for junior and senior high school students will include science and guidance.

Hollis A. Moore Sr. Dies After 40 Years in Education

TYLER, TEX. — Hollis A. Moore Sr., regional representative of the U.S. Office of Education in Dallas, Tex., and former superintendent here for nine years, died suddenly of a heart attack while attending a recent meeting of a committee of the Texas Education Agency in Austin.



Hollis A. Moore Sr.

Texas, Missouri and Colorado all claimed Dr. Moore as a school administrator. He won national attention and recognition from schoolmen and legislators for his work as executive vice chairman of the Gilmer-Aikin committee in Texas, which was largely responsible for the Texas school aid plan.

Dr. Moore's career in education stretched back over four decades. His most recent superintendency had been at Tyler where he headed the public schools from 1951 until his appointment early this year by the U.S. Commissioner of Education as one of nine educators to head the newly established U.S.O.E. regional offices. For three years prior to his term at Tyler, Dr. Moore had been superintendent at Greeley, Colo. Earlier he had been superintendent at Kerrville, Tex., LaFeria, Tex., and at Jasper, Mo.

He was a former secretary-treasurer of the Texas Association of School Administrators and had been a member of The NATION'S SCHOOLS editorial advisory board since 1956.



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This remarkable air conditioner is powered by low-cost electricity. In cold weather, it extracts heat from the chilly outdoor air and conveys it indoors to provide comfortable warmth. In hot weather, it magically reverses. The Heat Pump Weathermaker now removes the heat and humidity from indoor air and discharges

it outdoors. Just set the thermostat once—when the system is installed. Seasonal changeovers are controlled by the weather—automatically.

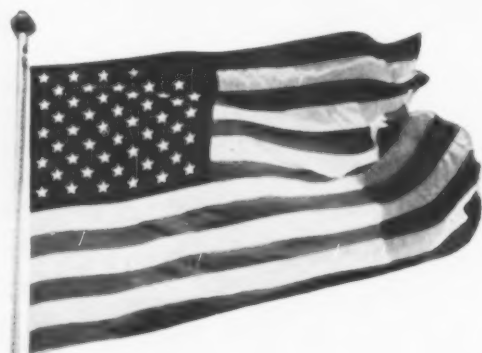
The Heat Pump Weathermaker is versatile in application—in packages for certain installations or as a built-up system. Some of the advantages are shown here. For complete facts, we suggest you see your Carrier distributor, listed in the Yellow Pages. He will be glad to share his experience with you, your architect and consulting engineer. Since his line includes every type of air conditioning equipment, his only interest is to recommend the type that serves you best. Carrier Air Conditioning Company, Syracuse, N. Y.

*Reg. U.S. Pat. Off.

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Dettra flags and banners available in stock or made to order in a wide range of superb fabrics for indoor and outdoor use. For FREE SAMPLES, literature, prices and name of nearest Dettra Dealer, write Dept. N. 1.



DETTA FLAG CO., INC.
Oaks, Pennsylvania

Expect 1960-61 Enrollment To Set New U.S. Record

WASHINGTON, D.C. — Latest estimates place 2 million more students in the nation's schools this year than attended during 1959-60. U.S. Commissioner of Education Lawrence G. Derthick estimates that a new high of 48,650,000 students are enrolled this school year in public and private schools and colleges.

Elementary school enrollment is estimated at about 1 million over last year's 33,380,000. Secondary school attendance is about 10,290,000, or an increase of about 700,000. Enrollment in colleges and universities is estimated at 3,980,000. Last year 3,750,000 attended.

Arkansas Will Vote on 'Free Education for All'

LITTLE ROCK, ARK. — Arkansas voters will decide this November whether to repeal the state's constitutional guarantee of a free education to all persons between six and 21 years of age. The amendment would allow residents of a district to close schools by a majority vote and split up school funds among eligible students in the district. Educators are reported to be against the amendment on the grounds that it would wreck the state's public school system.

The amendment also would change the method of voting on school tax rates. At present school boards submit a proposed rate to the voters each year. If the voters reject the rate, the tax remains the same as the previous year. The amendment would automatically make the tax 30 mills (3 cents on each \$1 of assessed property) if the voters reject any proposed rate. Few districts in the state have rates that low.

Catholic Schools This Year Enroll Record 5.5 Million

WASHINGTON, D.C. — Enrollment in Catholic schools in the United States this fall is in excess of 5.5 million, a record high.

The estimate of 5,539,750 students in elementary schools, high schools, and colleges — accounting for about 13 per cent of all students between five and 17 years of age — was issued by National Catholic Welfare Conference here, and represents an increase of 166,899 over last year. An actual count will be released next spring.

The estimated totals are: 4,389,963 in elementary schools, an increase of 127,863 over last year; 849,850 in high schools, an increase of 24,753; 299,937 in regular sessions of colleges and universities, an increase of 14,283.

During 1959-60 school year, Catholic elementary schools marked a 100 per cent increase in enrollment since 1945.

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**INTRODUCES A NEW
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CAFETERIA COUNTER**



Costs less than a penny per serving for one school year...

If your cafeteria serves just 450 meals each day, in a year's time 90,000 meals pass over the counter. Just a penny from each serving is more than enough to buy the new Aerohot unit shown above.

Modern production methods and standard unit construction make Aerohot the lowest priced all-steel counter on the market... ideal for schools and institutions operating on a modest budget.

Aerohot units are flexible, too. You have a choice of hot food, solid top and cold pan sections, skeleton units and other accessories to suit your needs, and delivery can be made in a matter of days. For dependability, durability, and economy always look to Aerohot!

Mail the coupon below for money-saving information, and visit your Aerohot dealer soon.

Aerohot counter above,

only **\$801⁰⁰***

includes:

- 58 1/2" hot food unit
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A total of 13'5 1/2" in length;
with baked enamel finish.

Same counter in all-stainless steel,

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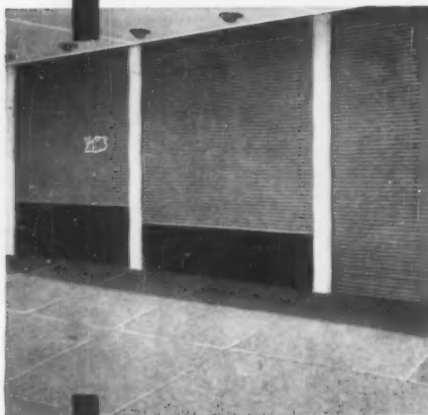
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KINNEAR ROLLING DOORS protect openings with a continuous curtain of interlocking steel slats (a Kinnear first) — full door efficiency

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KINNEAR ROLLING FIRE DOORS have features added to the steel-slat curtain operation that bring positive, automatic, safely controlled closure in case of fire, plus extra fire-blocking capacity approved by Underwriter's Laboratories, Inc.

KINNEAR ROLLING GRILLES, a combination of rugged steel bars and links fully protect openings against trespass, without blocking light, air, or vision.

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About People

Changes in Superintendencies

NORTHEAST

Carl R. Engle, supervising principal, Upland, Pa., to high school principal, Yeadon, Pa.

Francis J. Kilgrew, high school principal, Somerset, Mass., to superintendent there, succeeding Austin J. O'Toole, who retired.

Albert J. Murphy, Putnam, Conn., to Mansfield, Mass.

Kenneth M. Frisbie, Borough School District, Freehold, N.J., to Regional High School District there, succeeding Robert B. Norris, who resigned.

Michael F. Wallace, assistant superintendent, Waterbury, Conn., to superintendent there.

Richard C. Briggs, Mansfield School District, Willimantic, Conn., to Watertown, Conn.

A. Gordon Peterkin, Watchung Hills Regional High School District, Millington, N.J., to Westport, Conn.

John E. Ward, supervising high school principal, Limestone, N.Y., to principal, Owego Free Academy, Owego, N.Y. He succeeds Kenneth A. Vance, who becomes administrative assistant to the superintendent, Erie County, Supervisory District No. 1, Williamsville, N.Y.

Alfred W. Johnstone, former guidance director, New Paltz, N.Y., to supervising high school principal, Tivoli, N.Y., succeeding Edward LaBlanc, who resigned.

Malcolm Hewitt, supervisor of curriculum and instruction for Grades 7-12, Hannibal, N.Y., to supervising principal, Berne-Knox Central School District, Berne, N.Y.

Jessie I. Taylor, principal, Thomas A. Edison Junior High School, West Orange, N.J., to superintendent there, succeeding Rexford S. Souder, who goes to Niskayuna, N.Y.

Joseph Vollmer, Leonia, N.J., to Somerville, N.J.

William Fenton, Hillsborough School District, Belle Mead, N.J., to Cumberland County, Bridgeton, N.J., succeeding Lawrence R. Winchell, who retired.

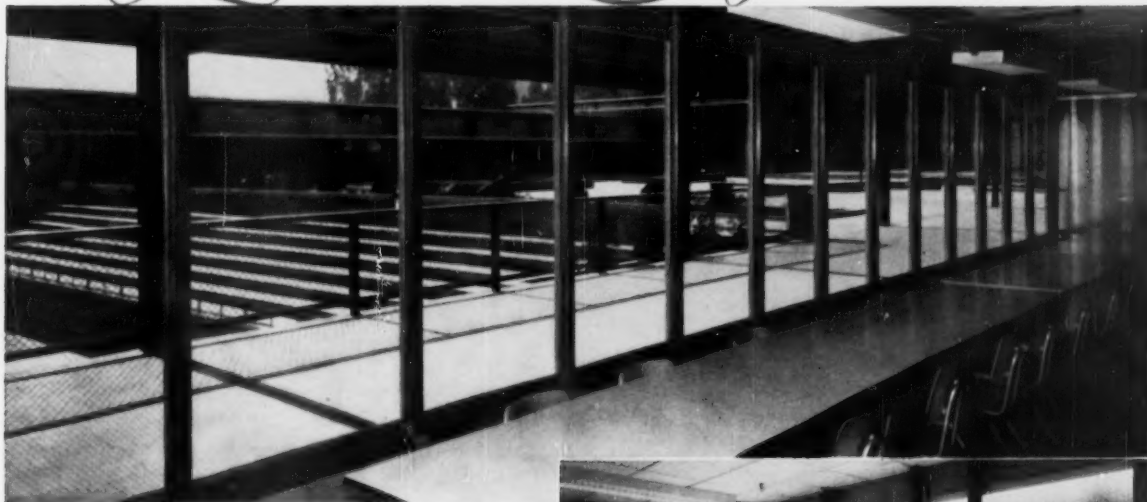
Harold S. Shea, director of secondary education, Fairfield, Conn., to superintendent, Wilmington, Mass.

Robert A. Mellman, director, bureau of curriculum administration, Pennsylvania State Department of Public Instruction, Harrisburg, to superintendent, Dallas, Pa.

George P. Conbeer, high school principal, Coal Township School District, Shamokin, Pa., to superintendent there.

(Continued on Page 142)

More *Daylight* and *Safety* with MISCO



Hillsdale High School, San Mateo, California,
District Superintendent, Thomas F. Reynolds
Architect: John Lyon Reid and Partners
Glass and Glazing: Cobbledick-Kibbe Glass Co.

20,000 square feet of MISCO WIRE GLASS installed in New California High School



Beautiful window walls of Misco perform double duty at the new Hillsdale High School, San Mateo, California . . . provide plenty of daylight to create an open, friendly, easy-to-work-in atmosphere while offering protection against breakage and serving as a fire retardant.

And Misco lends itself to many uses. Transparent Polished Misco, with its attractive diamond-shaped, welded wire netting, is installed along the center court . . . permits unobstructed vision and lends welcome protection of wire glass to this heavily travelled area. This rugged glass, so modern in appearance, withstands the press of crowds, prevents chance falls or mishaps from endangering students . . . serves as an effective fire barrier.

Smooth Rough Misco (obscure) is used for partitions in this modern school . . . floods adjoining areas with softened, "borrowed" light, yet protects privacy. This pattern is also installed along ramps and in skylights, where its superb daylighting features and innate strength are desirable characteristics.

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- Big capacity—618 cu. inches—more than 1/3 bushel.
- Weighs only 10 lbs.

(Continued From Page 140)

Oliver Melchior, high school principal, Scarsdale, N.Y., to superintendent, Garden City, N.Y. He also has served as teacher and dean of boys at Scarsdale. Previously he was headmaster of Middle School, Baltimore.

John J. Collins, Wilmington, Mass., to Goshen, N.Y.

MIDWEST

Lee G. Grebner, director of research, Syracuse, N.Y., to superintendent, Brecksville, Ohio.

Cletus H. Koppen, teacher, Fulton Elementary School, Dubuque, Iowa, to superintendent, Dubuque County, Dubuque, succeeding Wayne Drexler, who goes to the new Western Dubuque School District.

Glenn E. McCoy, Bagley, Iowa, to Grundy County, Grundy Center, Iowa, succeeding John Bressler, who becomes principal, Smith Elementary School, Bemidji, Minn.

Knofel Fortner, high school principal, Campbellsburg, Ind., to superintendent there, succeeding H. E. Roberson, who retired.

James B. Stephens, high school principal, Noblesville, Ind., to superintendent, Greenfield, Ind.

John Ingalls, Yates City, Ill., to Community Unit School District No. 2, LeRoy, Ill., succeeding Loren E. Klaus, who goes to Litchfield, Ill.

Ralph J. Frost Jr., principal, Maine Township High School West, Des Plaines, Ill., to assistant superintendent, Maine Township High School District No. 207, Des Plaines.

Robert E. O'Keefe, assistant superintendent, Community Unit School District No. 5, Long Point, Ill., to superintendent there.

Stanley Bristol, principal, Washington Elementary School, Wheaton, Ill., to superintendent, Kenilworth, Ill.

Herbert Garman, superintendent, Community Unit School District No. 7, Wellington, Ill., to elementary supervisor, Maple Grove, Ill.

Earl W. Branfield, Gibsonburg, Ohio, to Van Wert, Ohio.

Otis M. Dickey, assistant superintendent, Grosse Pointe, Mich., to superintendent, Birmingham, Mich.

William M. Corven, Bennington Local School District, Marengo, Ohio, to Indian Lake Consolidated School District, Lakeview, Ohio.

Kenneth D. Jacobs, elementary school principal, Windham, Ohio, to superintendent there, succeeding John A. Mensch, who goes to Fairless Local School District, Justice, Ohio.

Emmett L. Riley, assistant superintendent, Canton, Ohio, to superintendent,



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(Continued From Page 142)

ent, Dover, Ohio. Previously, he was high school principal at Montclair, N.J.

David Rinehart, superintendent, Johnsville, Ohio, to high school superintendent, Bettsville, Ohio.

J. C. Busenhardt, superintendent, School District No. 208, Homer, Ill., to elementary school business manager, Mount Prospect, Ill.

J. L. Manwaring, high school teacher, Argo, Ill., to elementary school superintendent, Lockport, Ill., succeeding **Boyd R. Bucher**, who becomes assistant superintendent, Will County, Joliet, Ill.

Russell C. Armitage, assistant superintendent, Lucas County, Toledo, Ohio, to

superintendent, Lisbon, Ohio, succeeding **Loren D. Early**, who goes to Olmsted Falls, Ohio. He succeeds **D. D. Rummel**, who goes to Springfield Local School District, Ontario, Ohio.

Charles S. Phillips, Ripley-Union-Lewis Local School District, Ripley, Ohio, to Covington, Ohio.

Paul Voskuil, consultant, school bond loan program, Michigan State Department of Public Instruction, Lansing, to curriculum coordinator, Nankin Mills School District, Garden City, Mich.

SOUTHEAST

Conrad L. Hooper, principal, Josephus Daniels Junior High School, Raleigh,

N.C., to assistant superintendent, Raleigh.

J. E. Summitt, Arbyrd, Mo., to Harding Academy, Memphis, Tenn., succeeding **A. M. Anderson**, who resigned.

Benjamin E. Carmichael, associate professor of education, George Peabody College for Teachers, Nashville, Tenn., to superintendent, Chattanooga, Tenn. He has served as elementary school principal at Etowah, Tenn., and principal of a 12 grade school at Englewood, Tenn.

SOUTH CENTRAL

Wiley E. Whitten, teacher, East Central High School, San Antonio, Tex., to superintendent, East Central Rural School District there, succeeding **Alfred E. Teltschik**, who goes to Dilley, Tex.

Neal B. Dillman, high school principal, Kermit, Tex., to superintendent, Muleshoe, Tex.

WEST

Carlton Hoberg, high school principal, Weed, Calif., to superintendent, Siskiyou Unified High School District No. 651, Yreka, Calif.

William Liscomb, high school principal, Hailey, Idaho, to superintendent, Wilder, Idaho.

William Carty, assistant high school principal, Inglewood, Calif., to superintendent, Carpinteria, Calif. He succeeds **Emmett R. Berry**, who becomes director of personnel, Riverside, Calif.

Nile G. Williams, Eltopia, Wash., to Fern Ridge Unified School District, Veneta, Ore.

George Kontos, principal, Eastgate Elementary School, Bellevue, Wash., to superintendent, Elementary School District No. 55, Sweet Home, Ore., succeeding **David Barker**, who resigned.

Ray C. Hunsaker, School District No. 8, Coquille, Ore., to Klamath Falls, Ore.

Keith R. Bailey, elementary school principal, Nephi, Utah, to superintendent, South Summit School District, Kamas, Utah.

Russell N. Stansfield, professor, school of business, Brigham Young University, to superintendent, Nebo School District, Spanish Fork, Utah, succeeding **Wallace W. Brockbank**, who retired.

James Reusswig, high school principal, Antioch, Calif., to superintendent there, succeeding **Henry R. Spiess**, who retires.

Other Appointments . . .

Dennis C. Haley, superintendent, Boston, to president, Suffolk University, Boston.

John E. Ivey Jr., president, Learning Resources Institute, New York, has been appointed consultant to the president



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(Continued From Page 144)

and professor of education and sociology, Michigan State University, East Lansing. He will continue to serve half time as chief executive officer of the Midwest Program on Airborne Television Instruction.

Kenneth R. Mangan, associate professor of education, Institute for Research on Exceptional Children, University of Illinois, Urbana, has been appointed superintendent, Illinois School for the Deaf, Jacksonville, Ill., succeeding the late **Thomas K. Kline**.

Robert Hopper, Michigan State University, East Lansing, to dean, college of education, University of Alabama.

Burt Thorn, assistant superintendent, Saginaw, Mich.; **Richard Featherstone**, assistant superintendent, Birmingham, Mich.; **Gladys Dillon**, assistant superintendent, Manville School District, Flint, Mich., and **Donald Leu**, deputy superintendent, Michigan State Department of Public Instruction, Lansing, have been appointed to the staff of the college of education, Michigan State University, East Lansing.

Stanley Hecker, Michigan State University, East Lansing, will serve as director of research, Michigan Education Association, for one year.

James L. Borough, supervisor of state school aid, division of department serv-

ices, Michigan State Department of Public Instruction, Lansing, has been appointed chief of the state's school lunch program.

Tom Hannan, superintendent, Boistfort School District, Klaber, Wash., will become director of the educational materials center and elementary consultant for King County, Seattle. He will also serve as assistant to the county superintendent.

John O. Niederhauser, superintendent, Canton, Ohio, has joined the staff of the Bureau of Educational Research, Ohio State University, Columbus.

Resignations . . .

Melvin D. Anderson, Ankeny, Iowa.

William F. Vierling, La Harpe, Ill.

John H. Rosenberger, Summers County, Hinton, W. Va.

Albert A. Clark, Lamont, Okla.

Retirements . . .

W. E. Bufkin, Sharkey-Issaquena Line Consolidated School District, Rolling Fork, Miss., after 40 years in teaching.

John R. Rozema, Garfield, N.J.

George E. Watson, Wisconsin state superintendent of public instruction, Madison, effective at the end of this, his third, term.

M. A. Bigelow, summer high school director, Bloomfield, N.J.

P. O. Selby, dean of instruction, Northeast Missouri State Teachers College, Kirksville.

Florence S. Beaumont, associate superintendent in charge of elementary education, New York City.

Fred Hill, associate superintendent, Omaha, Neb., after 41 years in the education field.

Floyd C. Fretz, superintendent, Bradford, Pa., since 1936.

Deaths . . .

R. T. Normington, 60, Reedsburg City School District, Reedsburg, Wis., after 24 years there.

Ledyard D. Adams, 51, Livingston County, Howell, Mich.

A. B. Cluster, Moore County, Dumas, Tex.

Charles H. Elliott, 82, retired New Jersey state commissioner of education, Trenton. He had held the post from 1927 to 1943.

Thomas Wilson Bruce, 55, Franklin, Tenn.

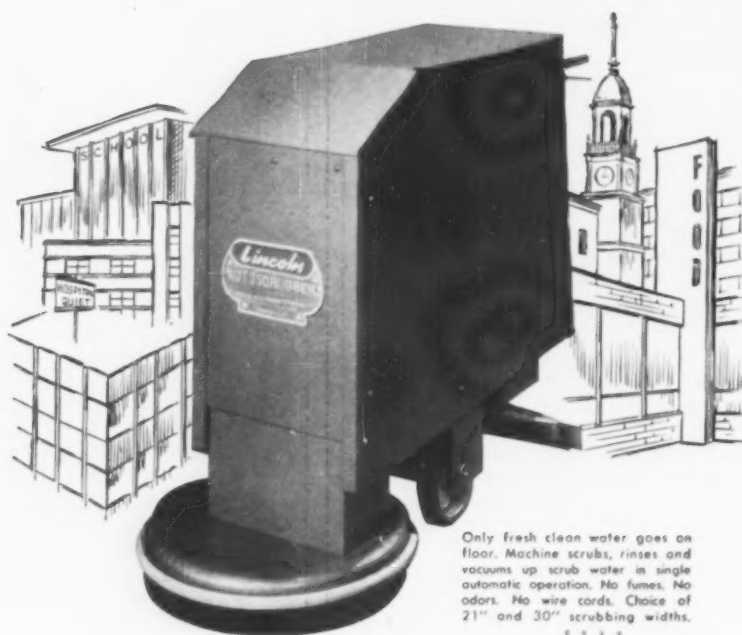
Percival Symonds, 67, professor emeritus of education, Teachers College, Columbia University.

Earl D. Taft, 53, elementary supervising principal, Uxbridge, Mass.

William S. Gray, 75, professor emeritus of education, University of Chicago.

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Fiscal Management

(Continued From Page 45)

ment has doubled since 1951, when it was estimated to be almost \$14 billion. Custodial services should keep the building in the best possible condition necessary to facilitate the purposes of the educational program. A custodian has a significant role to play in public relations. Careful record keeping of what was done, at what time, and what remains to be accomplished, is of value. The size of the maintenance budget should be determined by a survey of what needs to be done, translated into cost figures.

Insurance. Alabama, North Carolina, North Dakota, South Carolina, and Wisconsin operate state insurance programs. Self-insurance is practical only in very large school districts with ample financial resources and a large number of schools scattered throughout the district. Replacement cost insurance now is being offered. It differs from the usual coverage in that settlement of losses is based on the actual cost of repairing or replacing damaged property without any deduction for depreciation. The responsibility for purchasing insurance should be delegated to one person, preferably the superintendent or the business manager. In many school districts it is advisable to employ a consultant. It is common practice for school boards to purchase insurance through an association of local agents. Payments for fire insurance losses are a small fraction of total premiums paid by school districts. School property thus should be classified as a preferred risk.

Transportation. Pupil transportation has grown at an unprecedented rate with more than 11 million pupils now being transported. It is significant that pupil transportation is given a separate expenditure classification in the U.S.O.E. accounting manual. Transportation records should be kept for each bus. The legal status of school bus insurance remains in a confused state, even though the traditional immunity of school districts from liability is being challenged.

School Lunches. More than 14 million pupils are fed daily in school food service operations. There is every indication that this operation will grow in magnitude and complexity. More and better organized research data are needed if more efficient management is to be expected. The number of lunch employees is related to the efficiency of food service facilities, such as layout and the number of labor saving devices utilized. The more than \$500 million spent annually on the school lunch program is enough to justify careful accounting, as well as careful inventorying, purchasing and storage. ■

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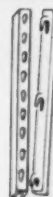
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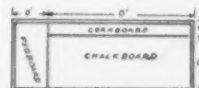
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Profile of the School Superintendent. American Association of School Administrators, N.E.A. Pp. 126. \$1.

AUDIO-VISUAL

Educators Guide to Free Filmstrips,

1960. 12th annual ed. Compiled and edited by Mary Foley Horkheimer, E. P. S., and John W. Diffor, Randolph, Wis. Educators Progress Service, Randolph, Wis. Pp. 163. \$6.

New Teaching Aids for the American Classroom. Institute for Communication Research, Stanford University, Stanford, Calif. Pp. 173. \$1.

CURRICULUM

Improving the Quality of Public School Programs. Harold J. McNally, A. Harry Passow, and associates, Teachers College, Columbia. Pp. 321. \$4.95.

Elementary Teachers Guide to Free Curriculum Materials, 1960. Edited by Patricia H. Suttles with John G. Fowlkes,

University of Wisconsin, as educational consultant. 17th annual ed. Educators Progress Service, Randolph, Wis. Pp. 346. \$7.50.

EDUCATIONAL PHILOSOPHY

Administrative Theory as a Guide to Action. Edited by Roald F. Campbell and James M. Lipham, University of Chicago. Midwest Administration Center. Pp. 203. \$3.50.

ELEMENTARY EDUCATION

Evaluating Elementary School Pupils. J. Stanley Ahmann, Marvin D. Glock, and Helen L. Wardeberg, Cornell University. Allyn and Bacon. Pp. 423. \$6.50.

FINANCE

American Public School Finance. W. Monfort Barr, Indiana University. American Book Co., 55 5th Ave., New York 3. Pp. 397. \$6.

INSTRUCTION

Teaching the Social Studies. Jonathon C. McLendon, Northwestern University. N.E.A. Pp. 33. 25 cents.

LIBRARY

Standards for School Library Programs. By the American Association of School Librarians, A.L.A. Pp. 128. \$2.50. **Discussion Guide.** Pp. 10. 50 cents. American Library Association, 50 E. Huron St., Chicago 11.

SCHOOL LAW

The School Bus Law. Theodore Powell, Connecticut State Board of Education. Wesleyan University Press, 350 Washington St., Middletown, Conn. Pp. 322. \$5.

The Supreme Court and Education. Edited, with an introduction and notes, by David Fellman. Teachers College, Columbia. Pp. 120. \$1.50.

SCHOOL LUNCH

Food Service in Industry and Institutions. J. W. Stokes, Boston University. Wm. C. Brown Co., Inc., Dubuque, Iowa. Pp. 256. \$8.

SOCIOLOGY

The School's Role in Metropolitan Area Development. Richard C. Lonsdale, Syracuse University. Syracuse University Press, Box 87, University Station, Syracuse 10, N.Y. Pp. 71. \$1.

A Sociological Approach to Education. 3d ed. Lloyd Allen Cook and Elaine Forsyth Cook, formerly Wayne State University. McGraw-Hill. Pp. 366. \$6.75.

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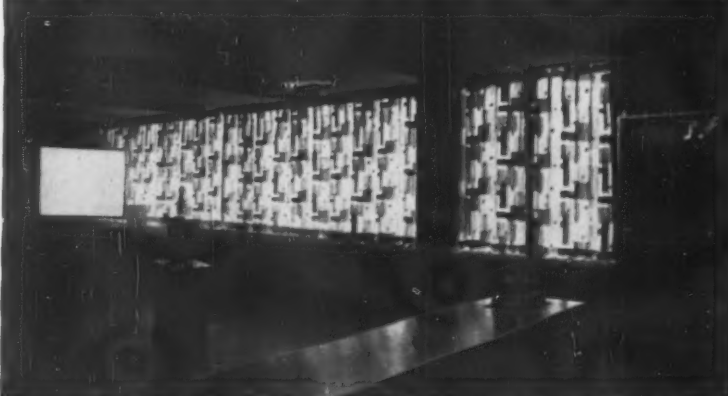
The Doctorate in Education. Vol. 1: *The Graduates.* Prepared by Laurence D. Brown and J. Marlowe Slater, University of Illinois. Pp. 110. \$2.50. Vol. II: *The Institutions.* Harold E. Moore, John H. Russel, and Donald G. Ferguson, University of Denver. Pp. 94. \$2.50. American Association of Colleges for Teacher Education, N.E.A.

American Education. 4th ed. Chris A. DeYoung, Illinois State Normal Univer-

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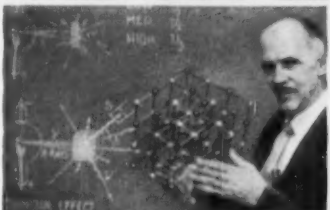
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sity, and Richard Wynn, Teachers College, Columbia University. McGraw-Hill. Pp. 425. \$6.50.

A Practical Guide to Teaching. Norman Remson, Fort Lee, N.J. Educational Publishing Corp., Darien, Conn. Pp. 223.

Student Teaching Today. Asahel D. Woodruff, Brigham Young University. American Association of Colleges for Teacher Education, N.E.A. Pp. 50. \$1.25.

TESTING

1960 Achievement Testing Program in Independent Schools and Supplementary Studies. Educational Records Bureau, 21 Audubon Ave., New York 32. Pp. 82.

Understanding Testing. Prepared by U.S.O.E. Edited by Kenneth F. McLaughlin. U.S. Govt. Prg. Off. Pp. 24. 25 cents.

1959 Fall Testing Program in Independent Schools and Supplementary Studies. Educational Records Bureau, New York 32. Pp. 68.

FROM SCHOOL DISTRICTS

That All May Learn. Annual report. Cincinnati Public Schools, 608 E. McMillan St., Cincinnati 6. Pp. 32.

Annual Report, 1959-60. Pp. 53. **Handbook of Policies and Procedures.** Board of Education, School District Re 2, Lamar, Colo. Pp. 42.

We Build. Annual report. Chicago Public Schools, Chicago 1. Pp. 57.

Coming Events

OCTOBER

2-6. American School Food Service Association, Washington, D.C.

4-7. National Council on Schoolhouse Construction, Toronto, Ont.

7-12. Department of Rural Education, N.E.A., Louisville, Ky.

9-13. Association of School Business Officials of the United States and Canada, St. Louis.

14-16. National Association of Public School Adult Educators, Denver.

17-21. National Safety Council, Chicago.

NOVEMBER

6-7. Association of Urban Universities, Cincinnati.

6-12. American Education Week.

15-19. Council of Chief State School Officers, Santa Fe, N.M.

23-26. National Council for the Social Studies, Boston.

FEBRUARY

11-15. National Association of Secondary-School Principals, Detroit.

22-25. American Educational Research Association, Chicago.

22-25. American Association of Colleges for Teacher Education, Chicago.

23-25. United Business Education Association, Chicago.

25-28. American Association of School Administrators, regional meeting, San Francisco.

MARCH

5-8. Association for Higher Education, Chicago.

11-14. American Association of School Administrators, regional meeting, St. Louis.

12-16. Association for Supervision and Curriculum Development, N.E.A., Chicago.

18-22. Department of Elementary School Principals, N.E.A., Atlantic City.

25-28. American Association of School Administrators, regional meeting, Philadelphia.

25-29. National Science Teachers Association, Chicago.

APRIL

5-8. National Council of Teachers of Mathematics, Chicago.

11-15. National Art Education Association, Miami Beach.

16-22. National Library Week.

24-25. Department of Audio-Visual Instruction, N.E.A., Miami Beach.

JUNE

18-22. National Association of Student Councils, Oklahoma City.

25-30. National Education Association, Atlantic City.

PUSH BUTTON *Speed Selection* from to in seconds or to *any* intermediate speed, *instantly*

Just push a button and watch the large tachometer dial on the headstock!

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New, low-priced mobile folding table

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Solving your cafeteria problems on a limited budget isn't difficult. The trick is to do it without compromising on essentials.

When it comes to budgeting for your cafeteria tables, skimping's unnecessary. Not with the new economy-priced HOWMATIC “TN” available.

For all that, the new HOWMATIC “TN” offers you features available in no other table in its price range! To cite a few:

1. The HOWMATIC “TN” opens or folds in one, easy motion. Either action takes just 3 seconds. Here's why:

Folded, the HOWMATIC “TN” stands on castored legs. These free-wheeling casters roll smoothly, easily, making the unit a snap to fold or unfold.

When the HOWMATIC “TN” is folded, rubber-capped center legs remain free of the ground. The moment the table is fully open, however, these center supports come down automatically, grip the floor firmly, anchoring the unit.

2. Strength where it counts. The HOWMATIC “TN” is built around the same type of durable, all-steel chassis for which HOWE tables are noted. Steel rivets join this chassis to the table's 14-gauge tube steel legs permanently.

Chassis and legs are finished with a bright, rustproof, Cadmium plating that won't chip, never requires repainting.

3. Durable top. The HOWMATIC “TN” comes with a *solid*, built-up top consisting of a plywood sheet covered with a layer of plastic laminate. (Your choice of patterns.) A hardboard backing adds extra strength. The entire top is trimmed with a plastic flush edge.

4. Compact and maneuverable. The HOWMATIC “TN” handles easily. 3", hard rubber, swivel casters insure maximum mobility—important when moving a table through crowded corridors.

Rustproof bearings assure long life, quiet, smooth, trouble-free service.

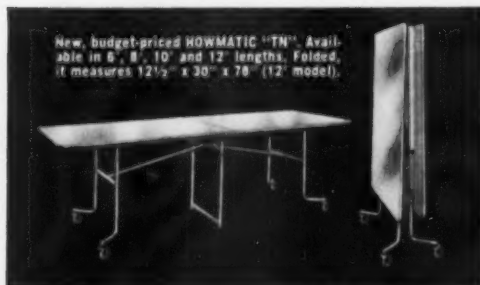
5. Safety features. Counterbalanced spring construction holds the unit in check, keeps the HOWMATIC “TN” from suddenly snapping open or slamming shut.

A $\frac{3}{8}$ " safety gap where the top's two halves would meet eliminates the danger of injured fingers. In addition, the HOWMATIC “TN”'s top has 2" radius safety corners.

Another safety feature is the table's low center of gravity. When active youngsters get playful or the folded unit is moved about hurriedly, the HOWMATIC “TN”'s design keeps table from tipping.

6. Saves valuable school activity time. No need to clean the HOWMATIC “TN” before folding and storing. At all times, surfaces are easy to reach and clean. In addition the unit's single-fold structure and $\frac{3}{8}$ " center seam eliminate corners where food particles otherwise might accumulate.

7. Seats pupils comfortably. The HOWMATIC “TN” seats from 8-18 pupils comfortably depending on whether 6', 8', 10' or 12' units are used.



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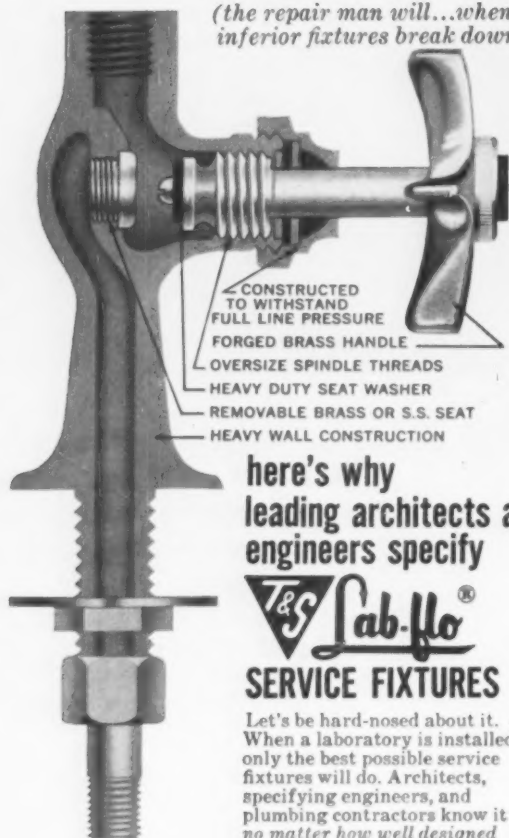
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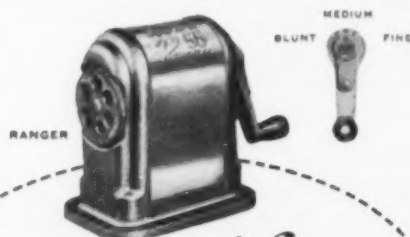
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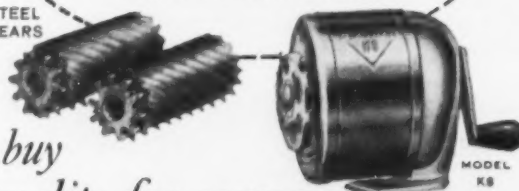
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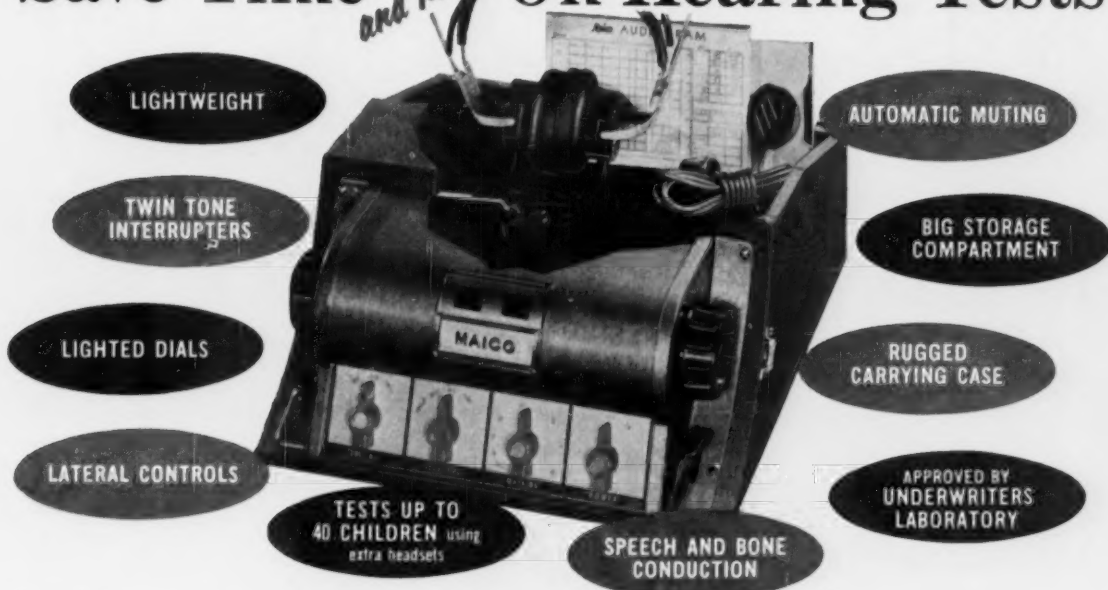
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Holcomb's HALT halts the hazards of slippery floors without sacrificing one bit of their beauty. In fact, this synthetic, polymer floor finish dries to a rich, velvety gloss—without buffing. Halt never gets brittle or tacky; never darkens floors.

Halt is listed by Underwriters Laboratories and approved by Rubber Manufacturers Association.

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Appearance	Beautiful, rich gloss.
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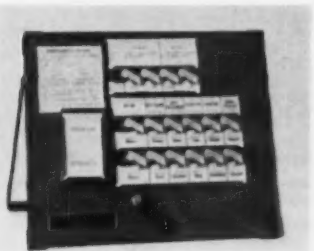
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Edited by BESSIE COVERY

TO HELP YOU get more information quickly on the new products described in this section, we have provided the convenient Readers Service Form on page 205. Check the numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Voting Machine Model For Student Instruction

An aid in teaching election procedure is offered in a voting machine instruction model for social studies classes. The



seven-pound unit presents a portion of the kind of ballot used in actual machines, including referendum questions. The mechanisms that prevent spoiling a ballot by inadvertently voting for two candidates for a single office and the lever that removes the indications of the voter's choices when he has finished making his selection are provided. **Rockwell Mfg. Co., Automatic Voting Machine Div., 400 N. Lexington Ave., Pittsburgh 8, Pa.**

For more details circle #711 on mailing card.

Drafting and Drawing Tables Combine Beauty and Durability

Stacor's new "Woodmaster" line, comprised of five four-post drafting table and six pedestal drawing table models, combines the beauty of selected hardwoods finished in dark oak with the durability of steel reinforcement for long service. The drafting tables have steel drawers that do not stick, warp or swell and are equipped



with nylon glides for smooth quiet operation, a three-receptacle electrical outlet mounted in the frame, interlocking steel hinges for easy removal of the table top, and other features. Board slippage is prevented and the need for constant adjustment eliminated with the positive lock tilt which is one of the features of the "Woodmaster" drawing tables. **Stacor Equipment Co., 285 Emmet St., Newark 5, N.J.**

For more details circle #712 on mailing card.

Maximum Convenience and Efficiency in Bernco Language Laboratory

Human engineering, ensuring maximum efficiency and convenience for the user, was the basis for design by Wesley V. Patterson in developing the Bernco Language Laboratory. The tape decks and other components for the student booths are mounted at an easily read angle above the surface of the desk, leaving the entire desk space uncluttered, and the booth gives as much comfort for a left as a right-handed pupil. Only pushbuttons are used in the booths with each button controlling just one operation. Simplicity of operation results as well as protection against removal of knobs by students. Extended desk space on right and left brings the student forward in the booth as he rests his arms in a comfortable position. The slim console for the teacher's desk puts all controls within easy reach without stretching and she can provide as

many as ten separate programs simultaneously in a 30-station laboratory. Projectors, slide-films and other visual aids can be incorporated into and controlled from the teacher's console. The Mark VII stu-



dent booth illustrated is one part of the carefully designed and constructed system. **Bernco Inc., 129 E. Market St., Indianapolis, Ind.**

For more details circle #713 on mailing card.
(Continued on page 158)



Beautiful color — set to music Choral Robes of WONDERLOOM by Moore

At all occasions, your School Choir, enrobed in colorful fabrics by MOORE, adds an impressive note of beauty.

New MOORE fabrics, now available, woven from color-locked Chromspun yarn for life-of-the-fabric, guaranteed, color-fastness to light, air impurities, perspiration, cleaning, moths and mildew. Wonderfully lightweight. Easy to match as your Choral group grows.

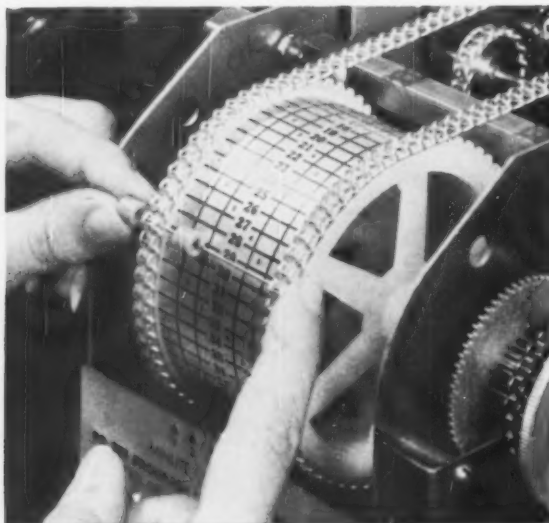
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Contrast this simple procedure with any other system.

What's more, automatic 12 hour reset correction . . . and spring reserve overcome power failure and assure you of continuous, accurate signal and clock operation.

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Contemporary Metal Furniture Line Is Flexible and Attractive

New decorator colors and flexibility of design that permits custom arrangements are built into the new All-Steel line of contemporary metal office furniture. The ASE 4000 line contains 75 basic units with thousands of possible variations for all office and office practice needs. Three



years of research and development have gone into the furniture which includes executive, secretarial and clerical desks, executive and clerical L-units, credenzas, bookcases, storage units and work and conference tables. More than 50 different drawers and shelf pedestal variables, in three depths, are provided, permitting any desired arrangements, and tops come in five different widths and in lengths from 24 to 120 inches, in a wide range of laminate coverings. The new line is available in a choice of 13 colors or any number of color combinations. All-Steel Equipment, Inc., Aurora, Ill.
For more details circle #714 on mailing card.

Principles of Electricity Taught by Battery Kit

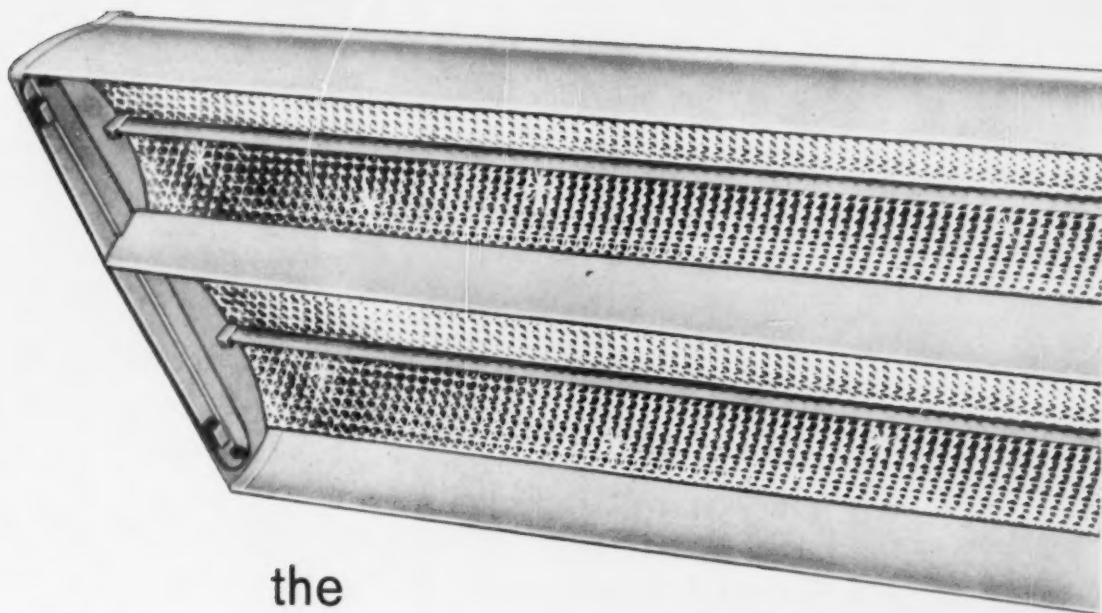
The generation of electricity by chemical action can be illustrated through experimentation with the new Battery Chemistry Kit. The compact Model 610 is inexpensive and easy to use. It is designed for elementary and junior high school teaching and starts with the assembling of simple wet cells with different combinations of metals and solutions.



Experiments enable the student to classify various metals according to their electrochemical characteristics, to demonstrate electro-plating and corrosion, and to study the smelting of metal from ores. Other projects possible with the kit include the electrolysis of water into oxygen and hydrogen and the construction of a photo-electric cell. A Teacher's Manual and Student Worksheets are included in the kit. Science Education Div., Product Design Co., 2796 Middlefield Rd., Redwood City, Calif.

For more details circle #715 on mailing card.

(Continued on page 160)



the
TRIUMPH
 a new luminaire
 best for
 all-'round
 school use

Yes, we went to the experts to find out exactly what design and operating features should be included in a luminaire specified for classrooms. The answers we got from a select group dictated the development of the Triumph—a rugged, easy-to-maintain, distinctively attractive innovation in lighting efficiency.

Prismatic lens—new approach to light distribution. Recessed, crescent-shaped prismatic lenses, together with scientifically shaped side panels, provide balanced distribution with no objectionable brightness.

Serene styling blends with architecture. Slim, trim simplicity and subdued sparkle harmonize with surroundings.

Easy to clean—stays clean longer. There are no dust-collecting flat areas, deep grooves or difficult corners in the Triumph's streamlined design. Curved lens sheds debris. Air circulation cleanses interior. All surfaces are readily accessible. An occasional swish or two with a dust cloth keeps the Triumph looking spanking new.

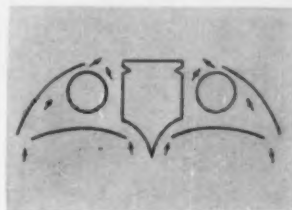
Sturdy construction. Looks sturdy—is sturdy. Westinghouse attention to detail assures quality . . . guarantees long life.

Variety of design. The new Triumph can also be supplied with metal louvers and with double-walled illuminated plastic side panels. For complete information, write Westinghouse Electric Corporation, Lighting Division, Edgewater Park, Cleveland, Ohio. *You can be sure . . . if it's Westinghouse.*

J-94476

Completely Ventilated

Air flow keeps interior clean and lowers operating temperature of ballast and lamp. Curved lens sheds debris.

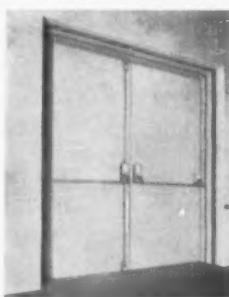


Westinghouse

Fire Barrier Doors and Hardware Pass Underwriters Laboratories Tests

Rigorous tests conducted by Underwriters Laboratories were passed successfully by the new fire barrier employing double swinging doors by Overly with newly developed fire exit hardware by Sargent. The fire barrier doors were awarded all available UL labels, A through E, by meeting all of the requirements of panic protection as well as fire protection. The doors were designed as an answer to the problem of fire protection considerations which require that interior and exterior barriers be securely fastened and capable of resisting the near explosive forces often generated by fires, thus limiting the spread of flame and smoke throughout a building, yet provide ade-

quate egress facilities for panic-stricken occupants by opening quickly and un-



failingly to even the light touch of a small child. By integrating bolts and mortise

lock into the automatic activating mechanism of the twin panic bars, Overly and Sargent developed the fire barrier which solves both problems. The interior of the new Overly fire doors was completely redesigned for the purpose and with the Sargent fire exit hardware affords protection of both life and property. **Overly Mfg. Co., Greensburg, Pa., and Sargent & Co., Water St., New Haven, Conn.**

For more details circle #716 on mailing card.

Lightness and Beauty in Molded Lounge Furniture

Molded of fiber reinforced polyester resin for a tough and rugged structure made to last a lifetime, Thaden faculty and student lounge furniture is easily handled due to its light weight and is attractive and modern in appearance. The careful organic design, with contours and dimensions engineered to the human form, assures maximum comfort. All interior surfaces are foam padded, with



supplemental foam padding under the foam seat cushions. The upholstery covers are easily removed for cleaning, change of decor or in case of accident. Pieces in the line include lounge furniture of varying design as well as attractive, lightweight stacking chairs which are easily stored in minimum space when not in use. **Thaden Molding Corp., High Point, No. Car.**

For more details circle #717 on mailing card.

Commodore 15 Dishwasher Has One-Piece Self-Draining Tank

With a "square look" design, the Commodore 15 automatic, single tank, door-type dishwashing machine features an easy-to-clean deep drawn, cove-cornered, seamless one-piece tank that is self-draining, an all-welded cove and radius hood



construction, a new door suspension that simplifies raising and lowering of the die-formed doors, and sanitary seal box legs. Internal castings of a non-ferrous nickel alloy that resists corrosion by strong detergents and repels rust deposits ensure longer life to the dishwasher, which will service up to 250 diners per meal. **Insingher Machine Co., 6245 State Rd., Philadelphia 35, Pa.**

For more details circle #718 on mailing card.
(Continued on page 163)

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Apsco "2100" STAPLER

For teacher's desk, or for the school office, this stream-lined beauty will staple, pin or tack those forms, examinations, and construction papers. Jamming absolutely eliminated. This top-loading stapler takes a 210 strip of staples and can be used as a plier as well as stapler.

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World's finest economy pencil sharpener. For those school purchasing budgets that are already strained, here is a pencil sharpener that has all of the high-quality features of the more expensive sharpeners, but is priced well within the usual price ranges. This features the strong new Apsco #145 Base, positive point stop, and long-life replaceable cutterhead. Every classroom can use this rugged beauty.

Apsco "Pincher Type" STAPLE REMOVER

Every teacher will welcome this Apsco Staple Remover to save wear and tear on fingernails. With more and more school material being stapled prior to delivery, the teacher will find this Staple Remover a time-saver. Case-hardened jaws for greater strength means that this American-made instrument will last for years. Your School Distributor has them in stock.

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for central or remote locations

NORRIS N-10 SUPER WITH N-10 REFRIGER- ATED STORAGE STAND

Stainless steel dispenser holds two five-gallon cans, serves 160 eight-ounce glasses. Stand holds two five-gallon cans in reserve. Five and 15-gallon dispenser models, 15-gallon refrigerated stand, and non-refrigerated stands also available. A complete line—ten dispenser models from which to choose.

NORRIS REFRIGERATED CARTON MILK VENDER

Simplest and easiest to maintain, with only three moving parts per rack. Extra large capacity, 210 half pints or third quarts, 162 full pints. Coin operated. Three drink selections. Lights indicate when selection is sold out. All coinages available.

After more than 10 years, over 95% of
all Norris dispensers are still in service



Norris

NORRIS



DISPENSERS, INC.

2720 LYNDALE AVENUE SOUTH
MINNEAPOLIS 5, MINNESOTA

from Lecture Hall to Language Lab...

this superb
new microphone
adapts perfectly to changing
teaching
techniques



THIS FREE BOOKLET WILL HELP YOUR LECTURERS. Improves their microphone techniques... helps solve common public address system problems, too. A basic guide to mastering microphone technique. Invaluable guide to the correct selection of microphones for improving public address systems.

MANUFACTURERS OF THE WORLD FAMOUS UNIDYNE MICROPHONE... THE MOST REQUESTED MICROPHONE AMONG PROFESSIONAL SPEAKERS

A lecture is only as good as it sounds—and how it sounds depends first and foremost on the microphone. In designing the superb new Unidyne III microphone, Shure incorporated every feature that experience shows modern institutions need.

IT FOCUSES ON THE VOICE. Unidirectional pick-up pattern (from the front only) suppresses random background noise. Students hear *you*, not shuffling papers, not footsteps, not street noises. Completely controls annoying feedback "squeal."

UNPRECEDENTED VERSATILITY. Unobtrusive size, light weight, instant change from stand to hand, faithful response, extraordinarily rugged design, simplicity and utter reliability combine to make the Shure Unidyne III the most practical institutional microphone ever created.

SPECIAL LANGUAGE LABORATORY MODEL. Model 544—Highly and authoritatively recommended for master microphone in language lab. (Shure also makes a lower cost Model "425" "student-proof" microphone for use throughout language laboratory systems.)

write on your letterhead:

SHURE BROTHERS, INC. 222 Hartrey Avenue, Evanston, Illinois

UNIDYNE III by **SHURE**

DOUBLES EFFECTIVE LIGHT POWER

At No Extra Cost!



Viewlex
V-25-P

The progressive Viewlex V-25-P
35mm Filmstrip and 2" x 2"
Slide Projector moves A.V.
TEACHING POWER years ahead
— in a single giant stride! The
ultra-advanced new light source
combined with the new optical
system in the V-25-P literally
makes it "Easier to Learn With"
... provides twice the effective
light power on-screen — at no
extra cost!

All Viewlex projectors
are **GUARANTEED**
FOR A LIFETIME.

Viewlex INC.

Ask your Viewlex A-V franchised dealer
for a demonstration, or write for catalog.

35-13 Queens Boulevard
Long Island City 1, N. Y.
IN CANADA: Anglophoto Ltd., Montreal

Vol. 66, No. 4, October 1960

910 Computer Typewriter Simple to Operate

Model 910, the new Royal automatic sequence controlled computer typewriter, relieves the operator of the routine tasks of computation, computing all figures properly regardless of their position on the form, yet is as simple to operate as an electric office typewriter. The equipment automatically types all extensions, sub-totals and totals and a stored program con-



trol makes it possible to print descriptions of taxes, rates and associated calculations without recourse to manual keystrokes. Depression of a single switch can call instructions for the machine into action in a predetermined sequence, and an easily replaceable plugboard permits change of instructions from one job to another. A computing unit housed in a console and an electric typewriter are linked through an encoding-decoding component to make up the unit. Royal McBee Corp., Westchester Ave., Port Chester, N.Y.

For more details circle #219 on mailing card.

Convenient Height Adjustment With Sico Steel Scaffolds

Designed to augment the flexibility of stages and chair stands, Sico's new steel scaffolds make convenient height adjustment possible and increase the height of the staging units by multiples of one foot. Sturdy and safe, the scaffolding fits into



the load bearing columns of the stage and can be installed by one person. Sico Mfg. Co., Inc., 5215 Eden Ave. S., Minneapolis 24, Minn.

For more details circle #720 on mailing card.

Portable Fire Pump Handles Any Pumping Job

The compact Model DC volume-pressure Water Pump can be carried by two men and taken anywhere it may be needed. A foam nozzle or pick-up tube may be attached if necessary and in addition to pumping for fire, the unit can be used as an auxiliary pump for flooded areas. It is powered by a nine h.p. Briggs & Stratton four-cycle engine, has corrosion-resisting, high tensile aluminum alloy castings, a simple effective exhaust primer which operates in seconds, and a channel steel frame with collapsible handles. American LaFrance, Elmira, N.Y.

For more details circle #721 on mailing card.

(Continued on page 164)

*"Easier-To
Learn-With"*

Viewlex

V-25-P

**500 WATT
COMBINATION
FILMSTRIP-SLIDE
PROJECTOR**



With these exclusive
Viewlex features —

- Exclusive new Venturi-Air-jector cooling system permits unlimited showing time, lengthens lamp life ... because it stays so cool.
- Simple-to-load automatic film-strip threading.
- Projects single or double frame filmstrips; vertical or horizontal, or 2" x 2" slides.
- Changes in seconds from film strips to slides.

Only \$97.50

NEW TELEFOCAL ACCESSORY LENS produces images that fill screens of varied width at a given distance without moving projector or refocusing lens. It has an infinitely adjustable 3 1/2" to 6" focal length all in one lens. \$49.50.



Other Viewlex projectors available from \$50.25 to \$495.00. Ask your Viewlex Audio-Visual franchised dealer for a demonstration, or write for catalog.

Viewlex INC.

Ask your Viewlex A-V franchised dealer
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For additional information, use postcard facing back cover.

163

Once over lightly!

that's all it takes with a full chain driven

Locke POWER MOWER

2 Models—Single & Triplex

4 Basic Sizes—25", 30",
70" & 75"

Plain or
Reverse

DRIVES: Guarded,
heat treated and hardened
steel sprocket
roller chain.

BLADES: Heat
treated and
hardened alloy steel,
motor driven spiral type
reels, mounted on ball
bearings.

Locke's exclusive "floating" action, "finger-tip" control and perfectly balanced, chain driven synchronized cutters assure

- Streakless cuts
- No rolled down or uncut grass

The entire mower travels on the cut grass and overhangs raised borders by $\frac{1}{3}$, saving up to 50% hand trimming.

8 Reasons why Lockes are your best buy:

1. No belts to slip.
2. Overhangs raised borders by $\frac{1}{3}$.
3. Turn at any angle, without raising units.
4. Gauge shoes prevent scalping; require less power to propel; less effort to manipulate.
5. Full floating cutters follow contour of the ground.
6. Side cutters raise vertically for storing and transportation.
7. B&S Motors are guaranteed and serviced by B&S, Locke and its dealers.
8. Riding sulkies attach in seconds.

Save time, money and energy! See your Locke Service Dealer now for a demonstration, or write.

Locke

POWER LAWN MOWERS

1317 Connecticut Ave., Bridgeport 1, Conn.

A product of The Locke Steel Chain Co.



Send for
these New
Locke
data sheets

Now is the time to take your grass cutting costs seriously. ASK YOUR LOCKE Service Dealer for the facts, or write.

Locke Mower Div.
The Locke Steel Chain Co.
1317 Connecticut Ave., Bridgeport 1, Conn.

Gentlemen:

☐ We want a demonstration. Have your Dealer phone.

☐ Send your latest literature.

NAME _____

COMPANY _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

Dor-O-Matic Door Control Incorporates Hydraulic Cushioning

The Dor-O-Matic Hydra-Cushion concealed in the floor door control incorporates hydraulic cushioning for the control of doors at the end of the swing opening cycle. The new unit eliminates the damaging stresses transferred to vulnerable hinges and frames when doors are brought



to a smashing halt when opened, and does away with the need for door or floor applied stop devices, as it incorporates a built-in back stop and optional hold open. Designed for universal application in schools and institutions, the Hydra-Cushion is available in models adaptable for every type of door. **Dor-O-Matic Div., Republic Industries, Inc., 7346 N. Wilson Ave., Chicago 31.**

For more details circle #722 on mailing card.

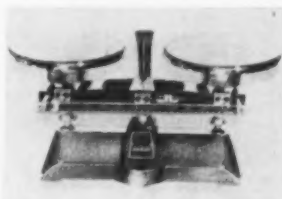
Seasonmaker Air Conditioners Available in Seven Sizes

Made in four models, floor, basic, hide-away and ceiling, McQuay Seasonmaker air conditioners are now available in seven sizes with capacities of 220, 330, 440, 520, 640, 940 and 1240 cfm. Of thin-line design and compact, modern styling, the units require a minimum of installation space and are designed for institutions utilizing a central station heating or cooling system. **McQuay, Inc., 1600 Broadway St. N.E., Minneapolis 13, Minn.**

For more details circle #723 on mailing card.

Metric and Avoirdupois Standards On Graduated Single Beam Balance

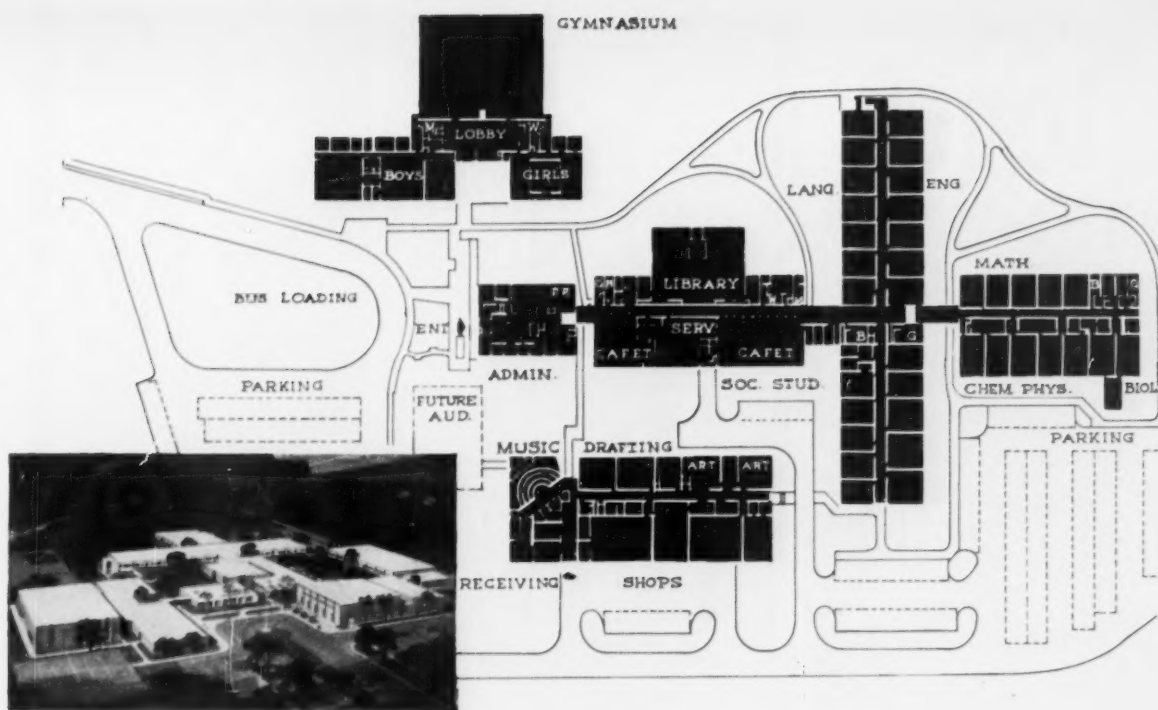
Model 1454, an addition to the Ohaus line of Harvard Trip Balances, is a single beam balance graduated in both metric and avoirdupois weighing standards. Self-



aligning bearings, box-end beams, recessed balance adjustment nuts, relief etched stainless steel beams, sliding type poise, and angle view dials and beams are features of the new balance which is available with six-inch Opal Glass plates, or as Model 1454S with six-inch stainless steel plates. **Ohaus Scale Corp., 1050 Commerce Ave., Union, N.J.**

For more details circle #724 on mailing card.

(Continued on page 166)

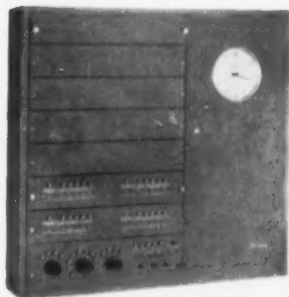


PLANNING THE NEW SCHOOL

This unusual new high school in Darien, Conn. has a present enrollment of 810 pupils, yet can easily be expanded to accommodate the 1200 to 1300 student population expected within five years. Architects Ketchum & Sharp, consulting engineers Cosentini Associates, and a hard working school building committee planned wisely for both present and future while keeping square foot costs below those of Darien schools built in 1948 and 1951.

General Contractor — Deering Construction Company

Electrical Contractor — Wilton Electric, Inc.



AT DARIEN ... the need for an efficient Electronic Time Control and Program system, free of operation and maintenance problems lead to the selection of Stromberg. Dependably correct clocks and signals are assured by the precision Master Time Control which automatically supervises secondary units hourly, as well as at 12 hour intervals — and program signals are immediately corrected following a power failure. These synchronizing signals operate on ordinary lighting circuits — require no special wiring; all correction cycles are completed in only 60 seconds. Stromberg's exclusive seven-channel transmitter may be arranged with one frequency for clock supervision and the other six for program signals; this program unit will handle as many as 1440 signals daily on each circuit and is fully modular in that channels can be added as needed without new wiring costs.

Scope (Stromberg Central Operations Panel Electric), in any standard Stromberg installation, will control all clocks and audible signals, as well as automatically program the "on-off" of lighting centers, heating and air conditioning and ventilating for optimum cost efficiency. And — SCOPE manual controls permit temporary changes at any time without interference with the basic schedule.

Stromberg offers installation and maintenance service throughout U.S.A. and Canada.

A complete catalog — TIME AND SIGNAL EQUIPMENT — prepared for Architects and Engineers — is yours for the asking.

STROMBERG DIVISION
GENERAL TIME CORPORATION
 THOMASTON, CONNECTICUT

operate at a
touch



perfectly weather

tight

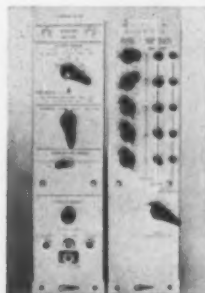
Adlake double hung aluminum windows operate at a touch, yet are sealed against the elements with climate-proof, high-pile weatherstrips that keep heated or conditioned air in, water and outside air out. Preferred to all others by nation's finest hospitals and schools. For catalog of all types of windows and curtain walls, write—
The Adams & Westlake Co., Dept. K-3010 Elkhart, Indiana

DOUBLE HUNG
WINDOWS BY

A⁺ Adlake

Improved Teacher Panel One-Half Its Former Size

Master channel selection is increased from seven to 11 sources with the new modular console switch panel for language laboratories, LS 225, which supplies individual master selection and may also maintain row master selection through the use

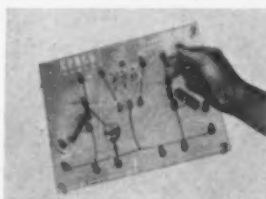


of one switch. The improved teacher panel, LS 219-1, incorporates the all-call switch as well as a "master group" call switch, two guest monitor jacks and two auxiliary inputs for additional lesson sources, and is one-half its former width. Rheem Califone Corp., 1041 N. Sycamore Ave., Hollywood 38, Calif.

For more details circle #725 on mailing card.

Transistor Analyzer Panel For Demonstration Purposes

The new Cenco No. 80390 open-circuit Transistor Analyzer Panel for demonstration purposes is designed to help physics students in understanding the characteristics and functions of transistors. Binding posts, resistances, capacitances, integrated flexible leads and imprinted circuitry are mounted on a clear Lucite plate resting on



insulated legs that can be varied to elevate the board to convenient heights. Any general purpose transistor may be used with the unit. Central Scientific Co., 1700 Irving Park Rd., Chicago 13.

For more details circle #726 on mailing card.

Tornado Series 280 Floor Machines For One Hand Operation

Designed to place all weight and movement over the exact center of balance, the new Tornado Series 280 floor machines are carefully balanced for concentricity, resulting in one hand operation without vibration, bucking, rolling or bumping. The motor features high starting and operating torque with low operating amperage per horsepower and the Tornado 280 can operate at a continuous 25 per cent overload without exceeding a 40 degree temperature rise. Mechanically and electrically safe, the unit is available in 15, 17, 19 and 22-inch brush sizes. Breuer Electric Mfg. Co., 5100 N. Ravenswood Ave., Chicago 40.

For more details circle #727 on mailing card.

(Continued on page 168)

New York Giants defensive linemen



Samsonite All-Steel
Folding Chairs go through
torturous spring training...

**USE AND ABUSE
TESTS PROVE
SAMSONITE'S
STRENGTH**



Allup available,
PlastiShield Chair
with vinyl
bonded to seat

GIANTS can't hurt *these* chairs, thanks to electrically welded tube steel. You also get **comfort**...contour seats and backrests; **easy folding**...legs glide open; **safety**...self-adjusting hinges won't slip; **finish**...snag-free, chip and rust-resistant. 11 colors.

now at a new low price

Samsonite
folding chairs



For church, school, club, other group seating info., see Yellow Pages or write: Shwyder Bros., Institutional Seating Div., Dept. NS-100, Detroit 29, Mich.



Whatever they're
walking in
won't penetrate . . .

SIMONIZ Non-Scuff FLOOR FINISH

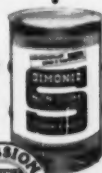
Maximum beauty and protection—with less care—whatever the weather or traffic. *Mirror-clear vinyl is the secret.* One coat creates its own durable substrata seal—and bright, self-polishing, slip-resistant top film. Perfect bond and leveling on all floors. Never needs buffing. Just mop away water, grime and dirt—bright, long-wear finish stays on.

Available in 1-, 5-, 30- and 55-gallon sizes. Order from your Simoniz Commercial Products Distributor or mail the coupon today!

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FOR LONG WEAR—LESS CARE

Heavy-Duty Floor Wax • Non-Scuff Floor Finish • Super Anti-Slip Floor Finish • Triple "A" Paste Floor Wax • Heavy-Duty Vinyl Sponge • All-Purpose Concentrate Floor Cleaner • HiLite Furniture Polish



Simoniz Company (Commercial Products Division—NS-10)
2100 Indiana Avenue, Chicago 16, Illinois

- ☐ Without obligation, please send details on new Simoniz Non-Scuff Floor Finish.
☐ Please send name of nearest Simoniz Distributor.

Name _____

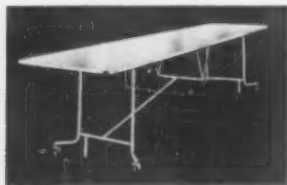
Firm Name _____

Street Address _____

City _____ Zone _____ State _____

TN-R Folding Table Provides Greater Leg Room

Additional leg room is provided with the Howe TN-R mobile folding cafeteria table,



which is built with auxiliary rubber-tipped legs that grip the floor automatically as the table is opened, holding the unit in place and eliminating the need for center legs. The fixed legs at each end also pre-

vent the table from suddenly rolling on its casters or from teetering, and are one of the several new stability features of the Model TN-R, available in 12, 10, eight and six-inch models. **Howe Folding Furniture, Inc., 1 Park Ave., New York 36.**

For more details circle #728 on mailing card.

Moderately Priced Projection Screen In One Seamless Piece

Featuring a special, fine grain, Vynaflect glass beaded fabric, the new Film Master one-piece seamless portable projection screen is washable and fungus and flame resistant. Available in eight sizes, the moderately priced unit includes an automatic leg lock which permits the legs to spring open with just a touch of

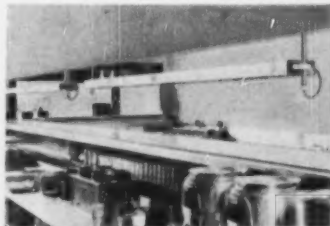
the toe, a molded metal handle equipped with "Auto-Lock" for easy adjustment and comfortable carrying, and a metal slat bar which completely conceals the projection surface during storage, eliminating damage to the fabric and shutting out dust and dirt. **Radiant Mfg. Corp., 8220 N. Austin Ave., Morton Grove, Ill.**

For more details circle #729 on mailing card.

Long Radiation Units

Keep Foods Hot

Extra-long multiples of the Chadick Station Hot infra red radiation units are now offered to keep food hot on any sized counter. Units up to 12 feet in length



are available, all featuring the exclusive Chadick fused quartz infra red element. The Chadick tubular mounting, which can be affixed from either above or below, keeps the counter clear. **Chas. L. Dick Co., Box 189, Kent, Wash.**

For more details circle #730 on mailing card.

10-Inch Lathes Have

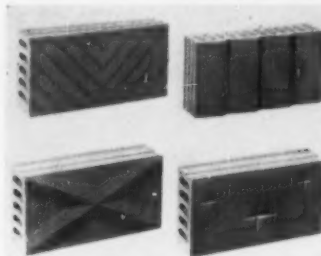
Newly Designed Floor Legs

Trim, columnar-type legs of heavy gauge steel are now standard equipment on South Bend 10-inch lathes in both the engine and toolroom models. The all-welded reinforced construction throughout ensures maximum rigidity and strength, providing deflection-free support for the lathe. The headstock leg contains the underneath motor drive and the two legs are connected by a deep U-section tray that can be used for storage. **South Bend Lathe, Inc., 425 E. Madison St., South Bend, Ind.**

For more details circle #731 on mailing card.

Glazed Structural Ceramic Tile in Four Sculptured Designs

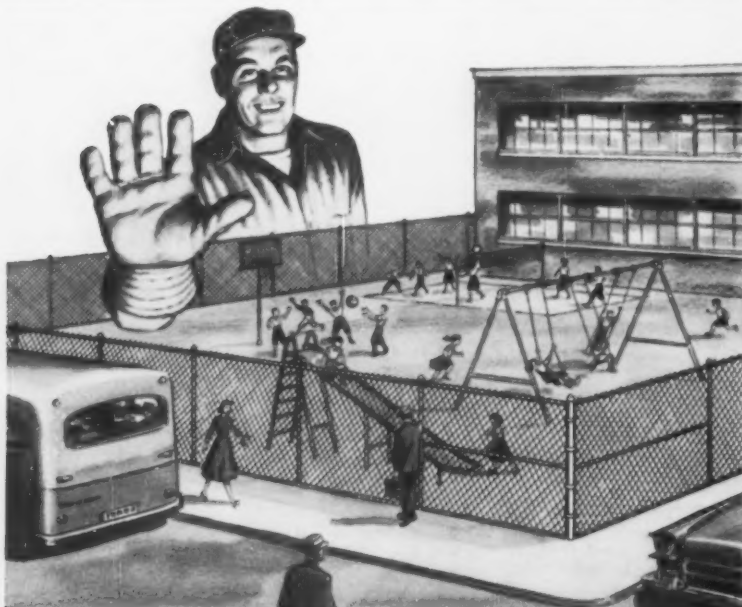
Four attractive sculptured designs are available in a new series of glazed struc-



tural ceramic tile introduced by Stark. Designed to permit wide versatility as decorative inserts or for overall patterns and textures, the new tile units are produced in the 8W series with eight by 16-inch face dimensions. They are available in several colors and glazes. **Stark Ceramics, Inc., Canton 1, Ohio.**

For more details circle #732 on mailing card.

(Continued on page 170)



School children and traffic don't mix...

keep them apart with a **REALOCK FENCE**

The best way to protect children and to safeguard school areas is with a Realock Fence. Long-lasting dependability—one of the meanings behind our Corporate Image—is built into every foot of Realock Fence.

You can choose a Realock Chain Link Fence that complements your building and grounds. And since this steel fabric is galvanized *after weav-*

ing, it's virtually rust-resistant and will give decades of maintenance-free service. Realock posts are set in concrete... assuring sturdy construction. Expert erection crews will install your fence or you can do it yourself.

Call the nearest CF&I representative for a complete estimate at no obligation on your part.



THE COLORADO FUEL AND IRON CORPORATION — Denver and Oakland
WICKWIRE SPENCER STEEL DIVISION — Buffalo, New York

REALOCK FENCE

THE COLORADO FUEL AND IRON CORPORATION

branches in all key cities

2037



The IBM Electric: Its beauty is just a bonus

The first thing you notice about the new IBM Electric is its good looks. But there's more. For here is beauty combined with precise function, the result of the most thorough approach to typewriter development ever devised.

It is one of the most perfectly engineered quality products in the world. Every part is made a little stronger, a little better than it has to be. As a result, you can expect less "down time," teacher's schedules can be maintained, and students need not feel the demoralizing effect of wasted classroom time.

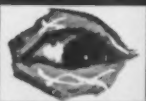
Simplest keyboard. The many exclusive features on the IBM Electric can help students raise their standards of performance. For example, a whole new principle, the "Buoyant Keyboard," enables the student to adjust key pressure to his individual "touch," thereby reducing finger fatigue and helping him develop increased confidence and skill. The keyboard itself is the essence of simplicity and no unnecessary gadgets intrude on the student's finger action, making both teaching and learning easier.

Educational Aids. In our desire to further share the responsibility for the success of each typing installation, IBM offers lesson plans, movies, bulletin board materials, and other educational aids, and a staff of consultants and business educators is available to provide assistance when desired.

If you would like to know more about this superb typewriter, our local representative would be pleased to show it to you at your school.

IBM

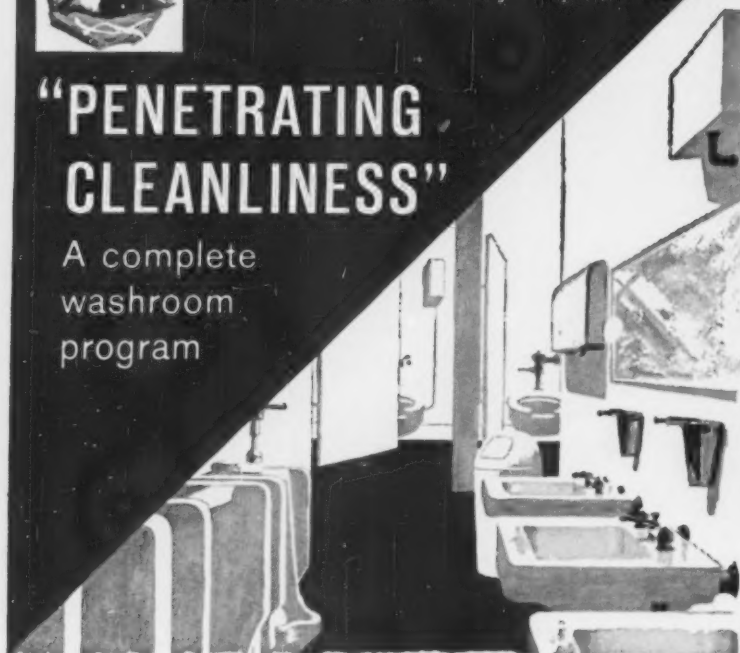
ELECTRIC TYPEWRITER DIVISION ©



SEE a demonstration by a specialist

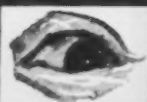
"PENETRATING CLEANLINESS"

A complete washroom program



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Branches in principal cities • IN CANADA: 5621-23 Casgrain Ave., Montreal



SEE a demonstration by a specialist

FASTER "DRYER" INSECTICIDE FOGGING



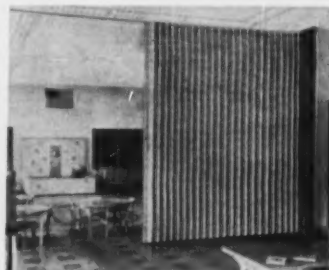
for FREE demonstration or literature address:

WEST CHEMICAL PRODUCTS INC., 42-35 West St., Long Island City 1, N. Y.
Branches in principal cities • IN CANADA: 5621-23 Casgrain Ave., Montreal



Modern-cote Wall Covering Is Germproof and Fire Resistant

Corobex(R), a bacteriostatic and fungistatic agent to make products resistant to bacterial and fungal contamination, is now incorporated into Modern-Cote 33c, the vinyl coated material for covering walls and Modernfold doors. The material is resistant to acid, alkali, grease, alcohol and oils and is now permeated with Corobex to make it "permanently germproof." The additive also renders the ma-



terial odorproof, mildewproof and mold-proof. Of particular interest to schools is the fact that both the Modern-cote 33 and 33c qualify for a Class A fire rating which shows them to be ten times more resistant to surface flame spread than red oak. Modernfold doors of the material, which are used to divide room areas, serve as a flame retardant should fire break out in the school. Available in attractive colors, Modern-cote does not peel, craze or crack and the colors do not fade or change as they are protected by a clear top coating. **New Castle Products, Inc.**, Box 353, New Castle, Ind.

For more details circle #2733 on mailing card.

Rough-Graded Areas

Leveled by Viking Roller Blade

Athletic fields, driveways, lawns and all rough-graded areas are easily leveled by inexperienced help with the Viking Roller Blade which is approved for mounting on International Harvester Cub and Lo-Boy tractors. The blade is set at the desired level with a control screw located near the operator and the grid roller follows the blade and pulverizes clods,



mulches and compacts the soil and leaves behind a "quilted" soil pattern that holds moisture without run-offs. A scarifier for breaking hard ground in preparation for fine grading and an automatic seed and fertilizer dispenser which can also be used in winter to spread salt on icy pavements are included with the completely equipped unit, available in four and six-foot wide models. **Viking Mfg. Co.**, Manhattan, Kans.

For more details circle #2734 on mailing card.
(Continued on page 172)



Von Duprin 66

"the safe way out"
in stainless steel

- Stainless steel . . . slim silhouette
. . . sure safe operation.

They're all yours in the Von Duprin 66, the exit device that introduced the industry to the practical beauty of stainless steel.

Available in rim, mortise lock and vertical rod models (in bronze as well as stainless steel) with a smart new series of matching outside trims.

Write for your copy of Bulletin 581 . . . full details on construction, function and accessory items.

VONNEGUT HARDWARE CO. • VON DUPRIN DIVISION
402 W. MARYLAND ST. • INDIANAPOLIS 25, INDIANA

profit

... is so many things

You invest in stocks to **profit** on returns . . . You strive to **profit** with a higher income . . . and you actually **profit** (from experience) when you buy cheap merchandise at cut-rate prices. For, if you must return it or need more help with it, the cut-rate price never included this expected service.

SELLING SPORTING GOODS of the finest quality at realistic prices . . . for a fair and reasonable **profit** . . . is the business of your NSGA dealer. He is a civic minded person in your area and you can count on him at any time.

When you buy sporting goods . . . take a long look at the seller . . . and **profit** from knowing you bought them from a dependable, sporting goods dealer.

buy where you see this sign

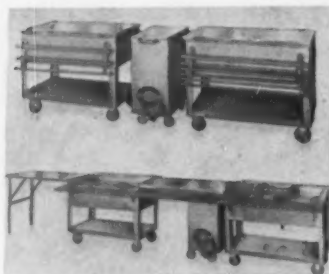


"Serving the Industry for more than 32 years"

**NATIONAL SPORTING
GOODS ASSOCIATION**
716 N. Rush St. • Chicago 11, Illinois

Aerohot MP Cafeteria System Made Up of Three Units

A food warmer with selective thermostatic controls, a cold pan unit with choice of four or nine-inch deep pans and a food conveyor are the three units which make up the new Aerohot MP, a mobile cafeteria system designed to provide compactness and versatility. The food warmer and cold pan units have stainless steel covers which double as



work surfaces when they are put in place, and both have tray slide sections attached which fold down when not in use. The fully insulated food conveyor can hold seven deep pans with flat covers and is thermostatically controlled for keeping hot foods but can be used with a eutectic plate to keep foods cold. The MP meets the demands of most fast food service situations and can be assembled quickly in one location and easily stored in another. **Duke Mfg. Co., 2305 N. Broadway, St. Louis 6, Mo.**

For more details circle #735 on mailing card.

Three Gauges Available In Vina-Lux 800 Series

Formerly manufactured only in 1/4 inch thickness, Azrock Vina-Lux 800 Series vinyl asbestos floor tile is now available in 1/16 inch and 3/32 inch gauges. The 800 Series has color chips distributed throughout its thickness and is offered at the same price as regular vinyl asbestos tile. **Azrock Products Div., Uvalde Rock Asphalt Co., Box 531, San Antonio 6, Tex.**

For more details circle #736 on mailing card.

Handy Knee Level Front Door Feature of Scotsman Ice Machine

A handy front door at knee level is a feature of the Scotsman Super Flaker SF-3 WSFB that makes it easier to reach ice



in the lower half of the bin when filling containers standing on the floor or on low carts. The new ice machine also has the usual top access door, and has a daily capacity of 1,050 pounds of flaked ice and a storage capacity of 350 pounds. **Scotsman-Queen Products, Inc., 505 Front St., Albert Lea, Minn.**

For more details circle #737 on mailing card.

(Continued on page 174)



BRONZE or ALUMINUM

MEMORIALS • HONOR ROLLS
DONOR & PORTRAIT TABLETS



LIGHTING FIXTURES

WROUGHT IRON
BRONZE
STAINLESS STEEL
ALUMINUM

ARCHITECTURAL LETTERS

BRONZE, ALUMINUM, NICKEL-SILVER
Illustrated Catalogs Sent on Request



MEIER-JOHAN-WENGLER

1102 W. 7th St. CINCINNATI 3, OHIO

New!
K₂

**KLEER-
KLEEN**
Chalkboard Cleaner



WIPED OVER the chalkboard surface, this liquid cleaner eliminates chalk haze and "ghost" marks, conditions the board for easier, more thorough erasing. Ends faded, streaky appearance. Promotes legibility by maintaining the clear contrast between the board and chalk. More convenient and faster than messy, tedious bucket-of-water washing. Compounded by the nation's leading manufacturer of chalkboards. Available direct at \$1.25 a pint, \$2.00 a quart. Pint normally lasts a semester. Send name and address with coupon or write. *Not recommended for stone slate chalkboards, because of their porosity.*

Send . . .
(Quantity)

☐ Quarts

☐ Pints of K₂ Kleer-Kleen
along with invoice.

NEW YORK

BOARD SLATE COMPANY, INC.

SILICATE

600 Old Country Road
Garden City, New York

ANNOUNCING

NEW

Brillo *Syndisc* **REVERSIBLE FLOOR PADS**



Tough enough to strip thoroughly!

Gentle enough to strip safely!



Over 25 years of floor care experience is built into Brillo Syndisc Reversible Floor Pads to provide a better nylon abrasant pad. Extensive tests were conducted to find the right abrasive . . . for best stripping action without harm to flooring . . . and for longest pad service. The result is a pad that quickly strips off heavy wax build-up . . . with greater floor safety.

Extra cleaning power

Brillo Syndisc Pads are thicker—more resilient. They follow the con-

tour of your floor—not just scraping the highs and missing the lows. What's more, no special attachments are required . . . simply place under the brush and you are ready to start.

Longer wear

Since the abrasive is all through the pad, Brillo Syndisc can be used on both sides for more stripping miles. There is no rusting—no splashing—no shredding. After each use, just rinse, and the pad is ready for work again.

NOTE: Use Brillo Steel Wool Floor Pads for regular floor care

For your scrubbing, dry-cleaning and buffing . . . for the best possible floor beauty and floor care . . . use safe, efficient Brillo Steel Wool Floor Pads.

BRILLO®
Syndisc
**REVERSIBLE
FLOOR PADS**



BRILLO—The Safe Way to Beautiful Floors BRILLO MFG. CO., BROOKLYN 1, N. Y.

Wayne Folding Stage Permits Space-Saving Storage

Space-saving storage is permitted with Wayne's new accordion folding stage, which opens and closes in one continuous



motion and moves on ball-bearing swivel casters. The multi-dimensional stage for classrooms, auditoriums and gyms is designed to carry a live load of 150 pounds per square foot and is secured in its extended position by foot-operated floor

stops at each corner. Available in increments of one inch for custom installation in hard to fit areas, the unit is manufactured in a wide range of sizes. Wayne Iron Works, Lincoln Highway & Pembroke Ave., Wayne, Pa.

For more details circle #738 on mailing card.

Metal-Clad Lift-Lid Desk Top Has Stainless Steel Edge Band

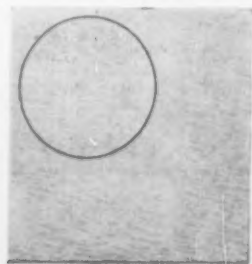
A lower formed steel support pan, a center core and a surface panel of maple grained plastic are bonded together and enclosed by a stainless steel edge band to form the new Metal-Clad Plastic lift-lid desk top. Edge chipping is eliminated with the stainless steel edge band, the formed steel pan prevents warping, and

the hinge between book box and lid is fastened to metal so that loosening and misalignment does not occur. Arlington Seating Co., Arlington Heights, Ill.

For more details circle #739 on mailing card.

Sanitone Acoustical Tile Needs No Repainting

Maintenance economy is provided with Sanitone, a new acoustical ceiling tile with unusual washability which is covered with a plastic facing that is integrally pigmented for permanent bright-whiteness and high light reflection and needs no repainting. Especially useful for areas with high cleanliness requirements such as



school kitchens, the tile is of incombustible mineral fiber, can be washed as often as desired and is completely non-dusting. Sanitone may be applied by adhesive or a concealed suspension system and is embossed with a delicately textured pattern that blends with any decor. Celotex Corp., 120 S. LaSalle St., Chicago 3.

For more details circle #740 on mailing card.



NEW

Deluxe self-contained
Record Player
at a **NEW**
LOW in COST

The Califone

VARIANT Model 9VJ4

Variable Speed

CLASSROOM PHONOGRAPH

► New extended range dual cone speaker and 12-watt double silicon powered amplifier is combined for the first time to offer the full audible range in a compact self-contained phonograph.

The VARIANT's Audio-Active feature for the teaching of foreign languages, its ruggedly built construction for long, hard use, and its facility for speed adjustment to pitch-perfection, render this phonograph a superior investment for the classroom.

For greater economy where variable speed control is not necessary, the Califone ORATOR Model 9J4 is identical to the VARIANT except for the absence of variable speed.

School Net... \$83.50 +
\$5.20 excise tax

- 4-speed 9" turntable with cork top and built-in 45 RPM adapter
- High fidelity straight AC amplifier — 12 watts output
- Microphone input with mixer control.
- 4 outlet jacks for headphones for group listening

School Net... \$93.50 + \$5.80 excise tax

For further information, write Dept. NS 10

Contact your Rheem
Califone Dealer or
write for free catalog.



califone CORPORATION
1020 North La Brea Avenue Hollywood 36, California

Audiometric Room Facilitates Hearing Tests

Designed to be assembled in a few hours without special tools, the new Audiometric Room for hearing tests has been under development for a year. It is constructed to assure a true test of hearing even when installed in a fairly noisy area. The room is available in four models, with a choice of two colors. The largest model, 96 by 96 by 93 inches in size, will accommodate three students at one time. Koppers Co., Inc., Metal Products Div., 200 Scott St., Baltimore, Md.

For more details circle #741 on mailing card.

"Sealamin" Film Gives Lifetime Protection

"Sealamin," a newly developed laminating film, provides low cost, lifetime protection to any kind of paper or card. Useful in schools and libraries, it can be used in a Seal Dry Mounting Press, and is available in 11 1/2-inch by 200-foot rolls. Seal, Inc., Shelton, Conn.



For more details circle #742 on mailing card.

(Continued on page 176)

Number two in a series.

Vendo report on **Milk Vending** *in schools across the nation*



Cohasset High School, Cohasset, Mass., has had a Vendo Automatic Milk Merchant in use for six years. It serves approximately 3,500 half-pints monthly to 518 students. Use of Vendo equipment at Cohasset has solved two major problems for the school; storage of milk between time of delivery and sale . . . and shortage of lunchroom personnel to handle milk sales.

Vendo Automatic Milk Merchants relieve teachers of time-consuming money collecting and record keeping . . . free lunchroom staff for other important food services. Handsome Vendo machines refrigerate, serve, collect, count the sale and even make change . . . *automatically!* Ask your dairy how you can enjoy Vendo automatic milk service in your school, or write us for details.

THE **Vendo** COMPANY

7400 EAST 12th STREET • KANSAS CITY 26, MISSOURI
WORLD'S LARGEST MANUFACTURER OF AUTOMATIC MERCHANDISING EQUIPMENT

Kidney Shaped Table Can Be Nested or Stacked

Practical for use with all types of group work units, the new Best-Rite Kidney



Shaped Table is a lightweight, sturdy product that can be nested or stacked. The 36 by 60-inch laminated top has a solid particle board core, and the four indi-

vidual folding legs are adjustable from 22 to 29 inches in height. **American Desk Mfg. Co., Best-Rite Div., Temple, Tex.**
For more details circle #743 on mailing card.

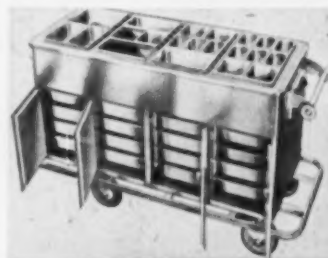
Chemicator Chemical Control for Cooling Towers

A small, lightweight closed reservoir mounted on the side of cooling towers through which a portion of the recirculating water flows provides balanced chemical treatment for any water problem. Called the Chemicator, it has a sleeve on the upper portion which holds a weather-sealed plastic tube containing a sequence of variously formulated compressed chemical briquettes to condition the water and prevent the formation of scale and rust,

and to control automatic pH, algae and slime. The Chemicator saves power, water, chemical consumption and labor, has no moving parts, works silently and automatically and the Briquette refill tubes are easy to handle. **Erlen Products Co., Burbank, Calif.**
For more details circle #744 on mailing card.

Swartzbaugh Portable Serving Unit Transports Food for Large Number

The new model Ideal Serv-Mobile, designed to handle the problem of feeding many persons at a distance from the food preparation area, transports large quanti-



ties of bulk food while maintaining proper serving temperature of both hot and cold items. The portable unit, with a capacity of up to 348 quarts of food, is small enough to be maneuvered by one operator and low enough to be a practical serving counter when the feeding area is reached. It will hold a variety of pans and utensils to accommodate any menu or combination of regular and special diet items easily and efficiently. Constructed of nickel-bearing stainless steel with satin finish, the Serv-Mobile has fiberglass insulated body and doors, and its heat is controlled by thermostat. **Swartzbaugh Mfg. Co., Murfreesboro, Tenn.**
For more details circle #745 on mailing card.

"Vend-A-Stamp" Is Convenient and Profitable

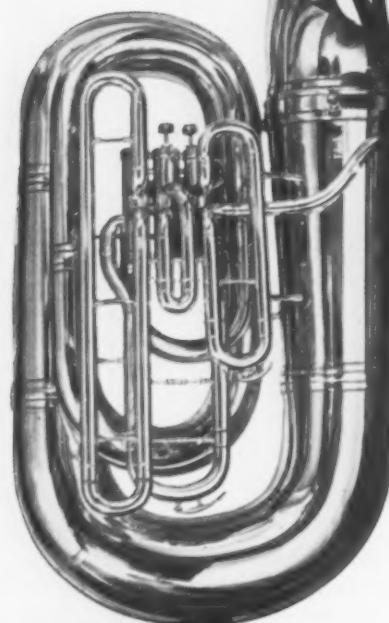
Stamps can be made available to pupils and teachers with the "Vend-A-Stamp." The new stamp dispenser has the shape and markings of postal mailboxes and supplies stamps in various denominations at



a profit to the school. The new eight-column dispenser has a patented "Magic-Rak" mechanism which will issue only one stamp folder at a time and cannot be jack-potted. Frictionproof nylon gears, pickproof lock, perpetual inventory control and a slug rejector are other features of the sturdily constructed steel stamp dispenser with baked enamel finish. **Hilsum Sales Corp., 6301 Biscayne Blvd., Miami 38, Fla.**
For more details circle #746 on mailing card.

(Continued on page 180)

HOW MANY TOOTS IN A TUBA?



And, how far is "up"?

One thing we do know—if the tuba is made by Conn, your school can expect many years of fine toots with a minimum of maintenance and expense.

Conn has been the acknowledged leader in instrumental school music since its beginning in the early 1920's... backed by more than 85 years of experience.

All the information we have garnered over the years is yours for the asking. May we be of assistance?

EDUCATIONAL AIDS CATALOG—Wall charts, film strips, music folios, inventory and depreciation records, student performance files, care of instruments instructions, fingering charts, technical manuals on instruments and acoustics, aptitude tests, pre-band instruments and teaching aids, rhythm band instruments.

INSTRUMENTAL CATALOG—Complete selection of brass and woodwind instruments, cases and electronic teaching devices.

HOW TO ORGANIZE A BAND—Complete information on how to get started, costs involved and free personal help by an experienced Conn representative.



SEND FOR
FREE
INFORMATION!

CONN CORPORATION, Dept. K-3010 Elkhart, Indiana

Please send without charge materials checked:

- ☐ Educational Aids Catalog ☐ Instrumental Catalog
☐ How to Organize a Band

name _____

school _____

address _____

city, state _____



EVEN CHILD-MADE BLIZZARDS CAN'T PENETRATE WEATHERALL WAX



What are child-made blizzards? Ask any maintenance man. He's seen enough snow flying from stomping boots to match any nature-produced blizzard. And this tracked-in snow can become a problem if floors aren't adequately protected.

But when floors are protected with water-resistant Weatherall Wax, a simple mop-up is all that is required

to restore floor sheen without water spotting. Self-shining Weatherall is also slip-proof. And a built-in preservative stops germ growth in the wax. Weatherall spreads evenly, dries bright without tackiness, and is ready for hard use within 30 minutes. Maintenance is simple, protection is complete. See our representative, the Man Behind the Huntington Drum, for full details.

Where research leads to better products...

HUNTINGTON

HUNTINGTON  **LABORATORIES** • HUNTINGTON, INDIANA • Philadelphia 35, Pennsylvania • In Canada: Toronto 2, Ontario

**Hampden
Chairs
can
take it!**



**STURDY FOLDING CHAIRS
... LAST YEARS LONGER!**

NO. 522 TABLET ARM CHAIR

Plastic tablet arm
— at no additional
cost — folds out of
way when chair is
folded



Extra-wide, con-
toured steel seat
and back

U shaped cross
bars can't twist or
buck

Tabular steel
frame, rubber
free construction

Also available with upholstered or plywood seat.
Folding Tables, 30 and 34 inch tops, available
for Contract use.

Whatever the burden, wherever the need, Hampden adult and juvenile public seating chairs give the best service! In quality, style, construction and value, Hampden chairs top the field in every price range. Built for rugged use, they won't tip or tilt... rust-resistant... flat-folding and convenient to store. Hampden chairs give extra value for a thrifty price! **WRITE for catalogue: Dept. 88, HAMPDEN, Easthampton, Mass.**

Hampden

Manufacturers of:

PUBLIC SEATING • OUTDOOR and JUVENILE FURNITURE • BRIDGE SETS

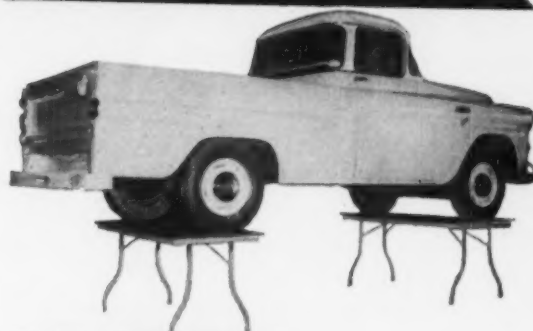


KABNET WAX SANDWICH WRAP

Versatile Kabnet Wax is a heavy-duty, dry waxed paper with high wet strength. A fine "liquid-proof" wrap for juicy carry-out sandwiches... or for pie, Kabnet Wax is easy to write on for quick identification of pre-wrapped food. It works beautifully as a place mat for economical quick-order sandwiches in the restaurant or drive-in. Ask the Man from Marathon about Kabnet Wax in five economical sizes, each with foolproof, pastel-colored, metal dispensers for extra convenience. Or write Dept. 925.

MARATHON

A Division of American Can Company
MENASHA, WISCONSIN



PROVEN STRENGTH!

Actual photograph above hints at the rugged, long-haul strength of Metwood tables. This tri-balance strength performs in some of America's finest institutions. Send for literature today, without obligation. Find out why professional buyers who check and test—choose Metwood!

**metwood
hanover**
FOLDING TABLES

FUND-RAISING
BOOKLET FREE!
A service for clubs,
churches, etc. Write
without obligation!
Hanover, Pa.

Another Modern School Speeds Food Service

with **TOLEDO** *Kitchen Machines*



Floyd Winslow Grade School, Rush-Henrietta, N. Y. Architect: Benedict Ade, Rochester, N. Y. Supervising Principal, John Parker; Cafeteria Director, Mrs. Kay Zoppoth.

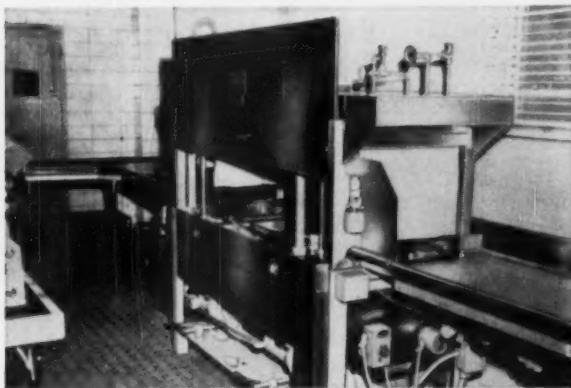
Toledo Installation by Main-Ford General Supply Co., Rochester, N. Y.

In public and private institutions the nation over—wherever groups must be fed efficiently and economically—you'll find Toledos on the job. The new Floyd Winslow School in the Rush-Henrietta Central School System at Henrietta, N. Y., is a good example. Its forward-thinking planners designed this ultra-modern new school with the educational needs of tomorrow, as well as today, in mind . . . one of the many reasons why Toledo kitchen machines were selected. In the years ahead, the Floyd Winslow School cafeteria will continue to provide the same efficient food service its faculty and students enjoy today.

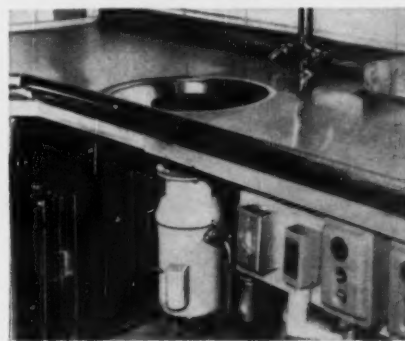
Whether your volume requirements are large or small, Toledo's wide line makes it easy to select the equipment that fits your needs. Let us show you the exceptional advantages of installing Toledos in your kitchen. Or write for Bulletin SD-3814—your guide to the latest in kitchen efficiency.



Toledo Double-Action Peeler peels a full 30 lb. charge in 1 to 1½ minutes.



Toledo Conveyor Dishwasher with Prewash makes dishes and glassware sparkle. Features exclusive Panoramic door.



Toledo Disposer is heavy-duty engineered for long, maintenance-free service . . . provides easy, sanitary disposal of food wastes.



TOLEDO *Kitchen Machines*

Division of Toledo Scale Corporation • 245 Hollenbeck St., Rochester, N. Y.



Toledo "18" Slicer . . . Combines handsome design with fast, easy operation. Easy to clean—parts tilt away or are quickly removable. Efficient sharpening. Positive gauge plate control.



Disposers . . . Heavy-duty for fast, trouble-free operation. Full choice of sizes from ½ HP up to 3 HP available in a wide selection of cone sizes.



Peelers . . . Offer fast, double-action peeling with abrasive on both disc and cylinder. Low waste. Portable and cabinet type.

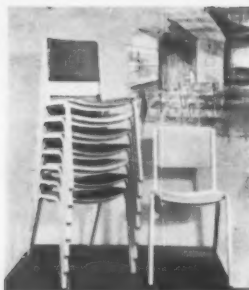


Dishwashers . . . Fast, thorough, dependable. Available in door, counter, conveyor and rackless types. Advanced design, easy cleaning.



Hi-Speed Choppers . . . Powerful, heavy-duty designed. Outstanding in performance and appearance. Full range of models from 1/3 HP to 25 HP.

TODAY, MORE THAN EVER, IT PAYS TO GO **TOLEDO** ALL THE WAY!



Steelcase Stacking Chair
Upholstered by U. S. Raval Process
 The seat and back of the Steelcase stacking chair are mechanically upholstered

by the U. S. Raval process, which makes new chair shapes and designs possible and permits the practical use of materials that give chairs strength and durability. The stacking chair, used in auditoriums, cafeterias and other institutional areas, is the first in the Steelcase line to utilize the process, which bonds the seat pan, foam rubber cushion and upholstery into one permanent unit. Steelcase, Inc., 1120 36th St., Grand Rapids, Mich.

For more details circle #747 on mailing card.

Lithomaster Packaged Inks for Office Duplicators

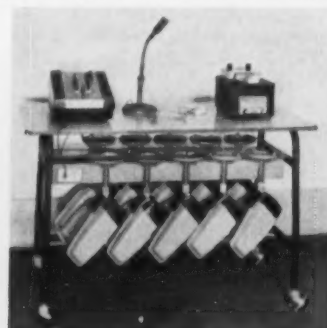
Developed primarily for use on ATF Chief 15, Multilith, A. B. Dick and similar office duplicators, ATF Lithomaster inks

are conveniently packaged in one pound cans. The new line of inks prints sharp and clean with exceptionally rapid setting and fast drying. Intensive testing proves them equally effective for direct image and presensitized plastic, as well as paper, zinc and similar plates. Lithomaster inks are offered in seven colors. American Type Founders Co., Inc., 200 Elmore Ave., Elizabeth, N.J.

For more details circle #748 on mailing card.

Convenient Electrical Outlet In Audio-Van Table

All the components of the complete Cousino Consolette 10 Portable Language Laboratory are accommodated in the new



24 by 48-inch Formica topped Audio-Van Table. 32 inches high, the unit is level with the instructor's desk or library table for convenient use of the Consolette 10 control console, Mag-Matic Tape Repeater and other sources of oral practice material. Of sturdy welded tubular construction and equipped with three-inch rubber swivel casters, the Audio-Van features a convenient electrical outlet with a single power cord from the table to a wall outlet, permitting use of more than one device. Cousino Electronics Corp., 2107 Ashland Ave., Toledo 1, Ohio.

For more details circle #749 on mailing card.

Mobile Lowerator Dispenser Assures Sanitation

Sanitation is assured and handling minimized with the AMF Lowerator Tray and



Silver Dispenser, which is loaded right in the washing area and then wheeled to the service area when required. Combining the dispensing of silver with that of trays, the efficient self-service unit is available with the silverware overself and either of two mobile tray dispensers. American Machine & Foundry Co., Lowerator Div., 261 Madison Ave., New York 16.

For more details circle #750 on mailing card.
 (Continued on page 182)

HOW HEAVY IS YOUR TRAFFIC?



For glowing protection
 that wears and
 wears, use

DOLCOWAX

the lustrous
 scuff-resistant
FLOOR WAX no other
 water emulsion wax
 will outwear

STAYING POWER—Under the daily grind, Dolcowax displays the great staying power that makes it a "champ". Because it keeps its youthful elegance longer, rewaxing is required less frequently.

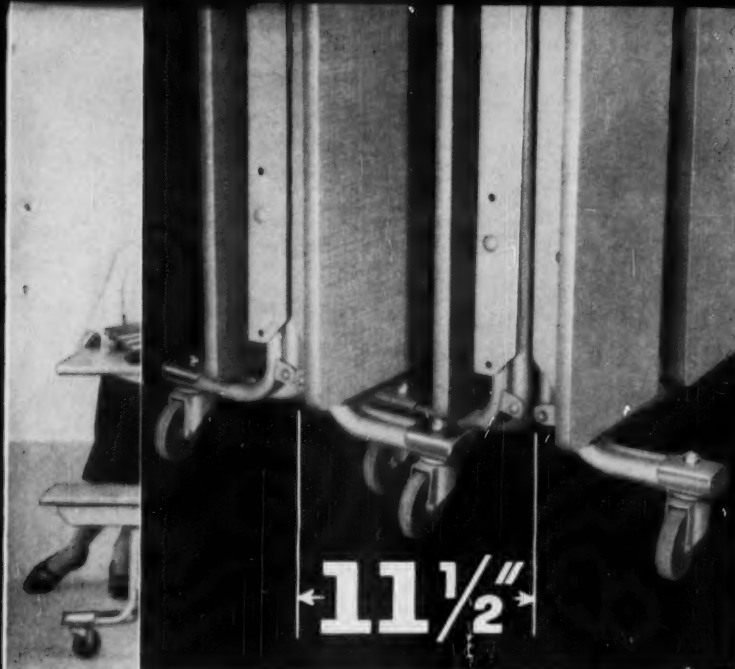
SPREADS EASILY—LEVELS BEAUTIFULLY—DRIES QUICKLY—Dolcowax forms without polishing, a softly-lustrous film which is safe as well as elegant; bears the UL seal for slip resistance. Also resists moisture.

TREMENDOUS COVERAGE—Averages 2000 square feet per gallon per coat . . . Second coats without crawling.

SAVES LABOR—MATERIAL—MONEY—Whether your traffic is heavy, moderate or light, extra staying power means a reduction in the number of waxing operations per annum. Dolcowax gives satisfaction in every department; easier to handle—superior in performance—"tops" in economy.

For detailed information about DOLCOWAX
 and other quality floor finishes, write:





Most productive eleven-and-one-half inches in your building

Hamilton-Erickson **ONE-FOLD TABLES**

Less storage area: Yes, Erickson one-fold tables, in series, require only 11½" of space, center to center, saving up to 50% of your storage area. **All** Erickson Portable Products are designed "slim-and-trim" for compact storage—no exposed braces, tubes, pipes. **Put every square inch of floor space to work:** whether floor space is narrow, odd-shaped or cluttered with columns. Sizes range from stubby 6 footers to mighty 14-foot M-folds. **Increased seating comfort:** Erickson bench tables are easy to get in and out of . . . no crossbars to straddle. Seat 16 solidly and comfortably. Understructures are clean, uncluttered. **Permanent, long-lasting quality:** They require little maintenance. Understructures are welded, cold-rolled steel, double steel channels under top and bench. **Easy to clean and care for:** One motion unlocks and opens them—they close in the same easy manner. Powerful torsion springs do the work. Erickson, a pioneer and design leader in portable, spacesaving products, will give you **special engineering and layout assistance**—contact:

ERICKSON portable products division

Hamilton
PROFESSIONAL AND SCIENTIFIC FURNITURE

Hamilton Manufacturing Company, Two Rivers, Wisconsin

**Over 60 portable
multipurpose products**

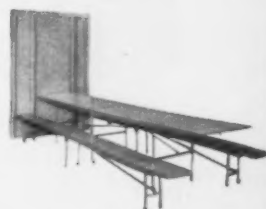


M-FOLD TABLES

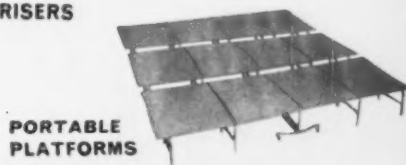
ONE-FOLD TABLES
with or without benches



CHORAL RISERS



WALL TABLES



**PORTABLE
PLATFORMS**

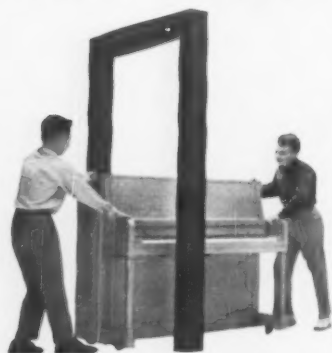


TENNIS TABLES

new dimensions in time and
space efficiency for: physicians;
dentists; industrial, hospital, school
laboratories; draftsmen; printers;
libraries; home laundries.



movable



endurable



lovable



Everett

The piano respected for its tone and easy action is now most practical, too. Virtually child-proof, this moderately priced piano has such features as locking top, reinforced fallboard. Choice of over 7,000 leading schools, churches and colleges. Write for Report on Style 11 Everett Piano Company, Dept. K-3010 South Haven, Michigan.

Three Water Coolers Added to Westinghouse Line

A low-priced, standard, four-gallon per hour, air cooled pressure type cooler, Model W4C, developed especially to meet the needs of locations with moderate traffic, is an addition to the Westinghouse line of water coolers. Two new "wall-hung" units are the seven-gallon per



hour Model WL7D and the 11-gallon per hour WL11D, both of which have fan cooled, finned tube condensers and hand actuated bubblers, and can be installed flush to the wall with all plumbing concealed. Though the 31-inch high wall-mounted coolers can be hung at any desired height, they are practical for younger children when installed directly on the floor. Westinghouse Electric Corp., 300 Philippi St., Columbus, Ohio.

For more details circle #751 on mailing card.

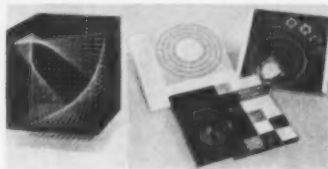
Tape Recording Cabinet Has Add-A-Unit Feature

Designed to lock-stack with matching filmstrip library plan cabinets, the new Coffey tape recording cabinet add-a-unit feature makes it practical to add file units as a tape library grows. The steel file drawer holds up to 84 five-inch or 60 seven-inch reels in their original cartons and has three adjustable filing rows. Jack C. Coffey Co., Inc., 710 17th St., North Chicago, Ill.

For more details circle #752 on mailing card.

Geometric Forms and Patterns Illustrated By Space Kits

The Space Rings and the Space Spider are two kits for forming geometric forms and patterns to be used in teaching mathematics and science, as well as art. The Space Spider, when assembled, represents



a three-dimensional system, while Space Rings may be assembled to illustrate circular designs for instruction. Space Rings comes with four perforated and colored aluminum rings from four to eight inches in diameter, a 22-inch mobile hoop, plastic bobbins of special elastic cords, and instructions. The Space Spider, with both kits, while useful for creative play also serves to illustrate theories and as a craft medium. Cooper Bros. Co., 4 Manhasset, Port Washington, L.I., N.Y.

For more details circle #753 on mailing card.

(Continued on page 187)

MAPS • GLOBES MODELS • CHARTS

Instructional materials which enrich the teaching program. Eligible for purchase under:

TITLE 3 • N.D.E.A.

MAPS

Physical Thermal
Rainfall Outline

GLOBES

Physical Celestial Satellite
Planetarium Globe-Reading Activity Cards

MODELS

Anatomy Biology Physiology

CHARTS

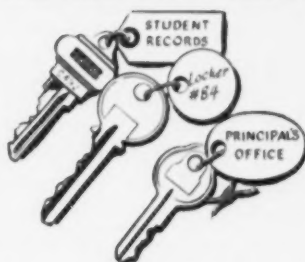
Anatomy Biology Science
Physiology

Write today for new catalog, N-C61, which colorfully illustrates, describes and prices Nystrom instructional materials.

A. J. NYSTROM & CO.

3333 ELSTON AVE. CHICAGO 18, ILL.

ARE ALL YOUR KEYS TAGGED LIKE THIS?



If they are, they're an open invitation to

THEFT VANDALISM UNAUTHORIZED ENTRY

You need TELKEE, the only complete system of key control. TELKEE keeps keys in order, hides their identity—yet shows whereabouts of borrowed or assigned keys at a glance.

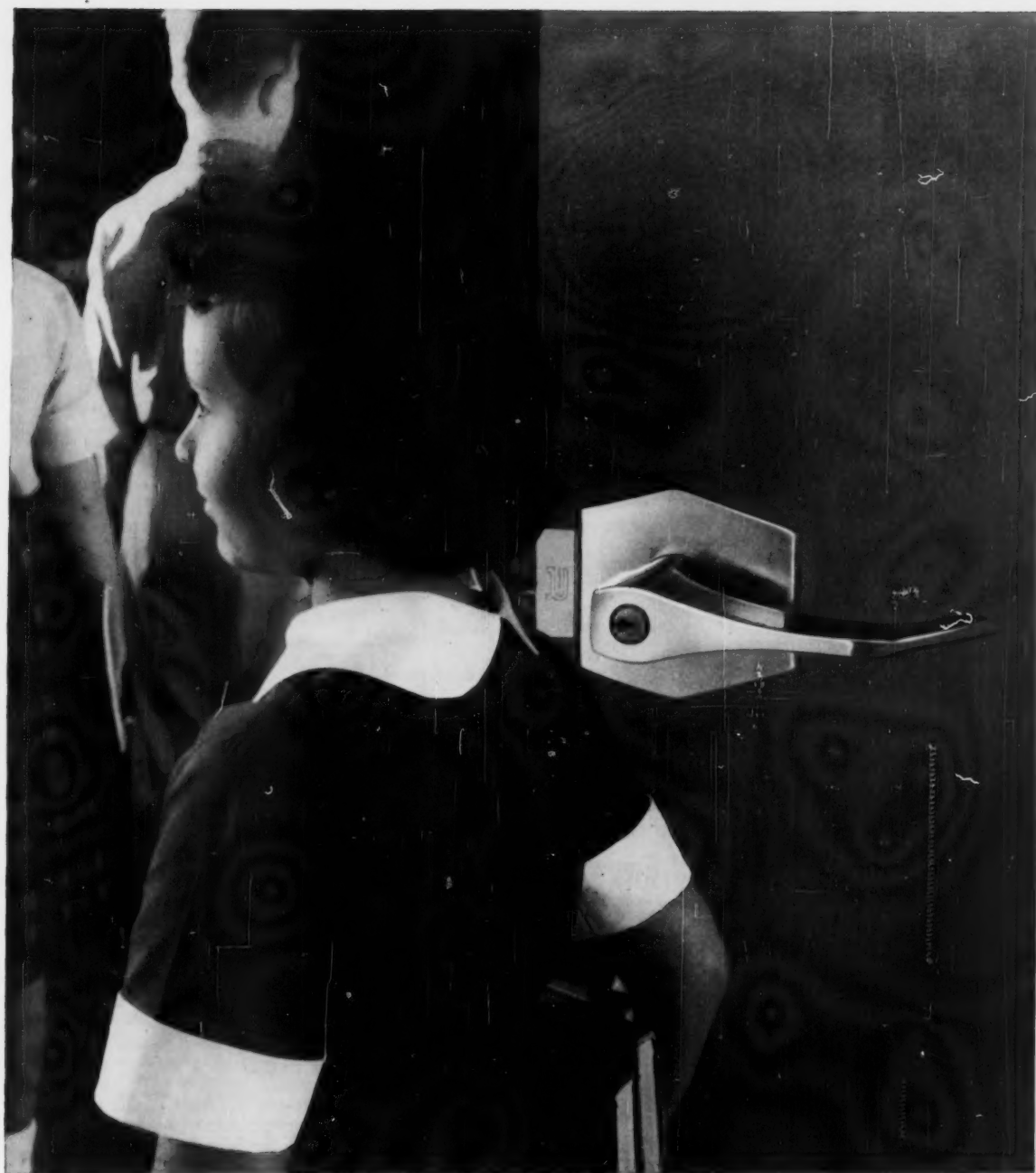
Savings in time alone pay for TELKEE. The value of the added protection, privacy and convenience is immeasurable.

Write Dept. J

P. O. MOORE, INC.

A Subsidiary of CINCINNATI





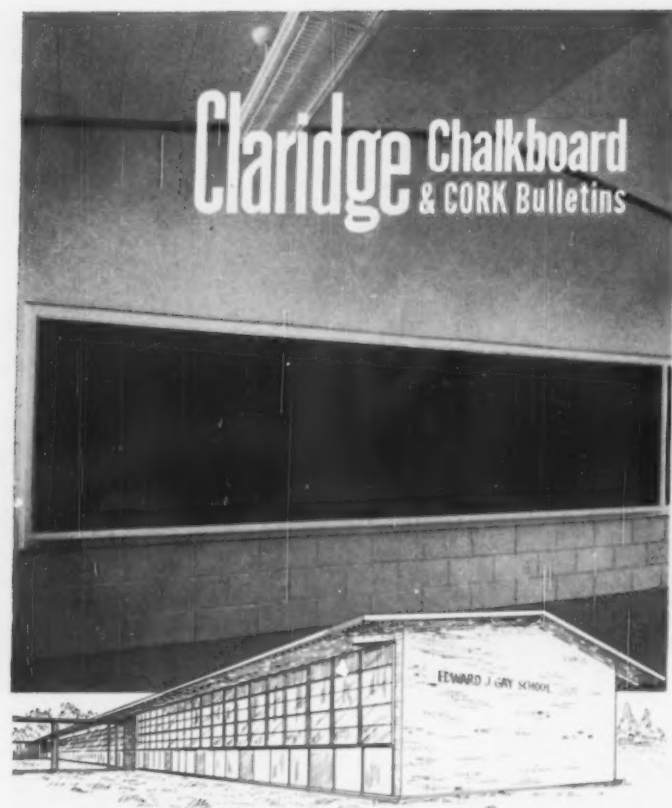
Can't catch clothes...saves bumps, bruises!

Russwin's new Sabrelev Uniloc with curved-in lever handles

The modern way to open doors. No "traffic hazard" with Russwin's Sabrelev Uniloc! Its smart new lever handles are curved-in to prevent bumps, bruises, snags. Locks are completely preassembled... install as a unit. Parts

remain in factory-perfect alignment for long, trouble-free service. A fine choice for your new school. See your Russwin supplier. Or write for information to Russell & Erwin Division, The American Hardware Corp., New Britain, Conn.





Claridge Chalkboard & CORK Bulletins

QUALITY...PERMANENCY at LOW COST! Claridge continues to modernize and improve chalkboard and bulletin board manufacturing in step with new educational demands. 36 years experience concentrated on ONE purpose: the **FINEST** chalkboards and bulletin boards with greatest educational value. Schools and architects around the world name CLARIDGE to define their standard of quality.

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Claridge PRODUCTS and Equipment Inc.
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☐ Please send catalog 100 ☐ Send samples or additional data on items circled below:

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| 1 Duracite Chalkboards in Seven Colors | 9 Claridge Factory Built Chalkboards and Bulletin Boards |
| 2 Grapholite Chalkboards | 10 Claridge Washable Chalkboards |
| 3 Asbestocite Chalkboards | 11 Vertical Sliding Chalkboards |
| 4 Horizontal Sliding Chalkboards | 12 Claridge Reversible Chalkboards and Bulletin Boards |
| 5 Vitracite Porcelain Enamel Chalkboards | 13 Extruded Aluminum Display and Trophy Cases |
| 6 Durasteel Chalkboards in Seven Colors | 14 Extruded Aluminum Bulletin Board |
| 7 Fabricark Fabric Surface Bulletin Boards | 15 Claridge Swing Leaf Display Boards |
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Architects: Post Harelsen, Baton Rouge, La.

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coolers
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or combinations

COMPLETE REFRIGERATION SYSTEM ON 14" x 46" PANEL AVAILABLE FOR MANY SIZES
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Sanitary! Strong! Efficient! You can assemble any size cooler, freezer or combination in any shape from standard sections. Add sections to increase size as your requirements grow. Easy to disassemble for relocation.

Bally Case and Cooler, Inc., Bally, Pa.
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Midwest FOLDING TABLES AND EQUIPMENT



Midwest
DU-HONEY 312
TABLE-BENCH
COMBINATION UNIT

EASY FOLDING — COMPACT STORAGE

Fast Folding
Table and bench open and close with one smooth motion. Torsion bars do all the work.

Glide Mobility & Compact Storage
Unit folds compactly to 41" wide, 29" deep, 78" high. Ball-bearing swivel casters makes moving quick and easy.

In seconds you can change any multi-purpose room into a cafeteria. Ruggedly constructed for years of durable, efficient service. Seats 16 children or adults comfortably.

Platforms Sturdy and durable folding platforms are perfect for music and band rooms. Easy to set up, easy to re-arrange. Entire unit folds compactly so that it may be stacked and stored.	Caddy Equipment Durable construction engineered for years of efficient service. Saves time, steps and money in handling folding chairs and tables. Smooth action rolling features requires only a little effort in transporting chairs and tables.	Pedestal Folding Table Unmatched quality and design. Offers comfort, ample leg room. The "Off Center" leg principle adds seating at ends. Lightweight yet sturdy, folds compactly for easy stacking.
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Midwest FOLDING PRODUCTS
NS-10 Roselle, Ill. Sales Corp.

Olson Mechanized Dish Handling System



Helps Feed 800 Students an Hour

Because Maine Township High School West, Des Plaines, Illinois must feed 2400 hungry students between 11 a.m. and 1:30 p.m., a smooth clean-up operation is a "must" in its 900-seat cafeteria. One Olson Conveyor prevents "bottlenecks" at the pass-through counter during the rush, gets dishes back into service quickly.

Students bus their own soiled dish trays, but the Olson Conveyor does the biggest job of "leg-work." It transports dishes from the scrapping and pre-rinsing operation directly to the dish-washer loading end.

The Conveyor gets more work done in less time and requires practically no maintenance. Its stainless steel can be cleaned easily and quickly. Efficient, smooth operation keeps personnel happier, dishwashing room jobs more desirable.

It's another Olson-engineered mechanized dish-handling system helping a school cafeteria attain maximum efficiency at minimum cost.

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Olson CONVEYORS

MANUFACTURED BY
SAMUEL OLSON MFG. CO., INC.
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LOW COST

SOUND FOR THE SCHOOL

Built to the Traditional RAULAND Quality Standards

This RAULAND system is the ideal communications "package" for the school with a limited budget. Provides two-way intercom or "all-call"; includes input connections for radio, phonograph or microphone.



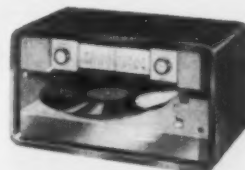
Model S224
Capacity up to 48 rooms

For Communication or Programs

- ★ **Intercom**—two-way conversation with any rooms
- ★ **Microphone**—includes microphone for clear, crisp outgoing speech to any or all rooms. "Remote" microphone provision
- ★ **"All-Call"**—one switch for simple, instantaneous operation
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Matching Radio & Phonograph Assembly

- ★ Precision-built AM-FM Tuner
- ★ Quality 3-Speed Record Player



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Best suited — best situated for controlling single-acting interior doors.

Completely out-of-the-way and out-of sight, Uni-checks make their presence known only by the consistent, gentle but firm way they close doors . . . or hold them open at a full 180° plus any one of five other specified positions—85°, 90°, 100°, 110°, or 120°.

For double acting light interior doors, RIXSON DUO-CHECKS offer the same advantages of rigid floor installation and complete concealment, and are available with or without 90° hold-open.

4 spring capacities offer a choice of the right closer mechanism for the specific door weight and size, and to accommodate for unusual draft conditions.

pivotal hanging style puts the entire weight of the door on the closer spindle; places jamb screws at right angles to door opening leverage so that door is not apt to pull away from jamb.

for fire doors Uni-checks without hold-open are UL approved when equipped with special BB primed iron top pivot. Also UL approved when equipped with primed iron top pivot and No. 36 Fusible Link hold-open arm to hold door open at choice of 85°, 90°, 95°, 100° or 105°.

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and template details

Dyna-Twin Headset for Classroom Teaching

Superior high fidelity reproduction is built into the new Dyna-Twin headset for classroom teaching and communication systems. The new Telex dynamic unit was developed especially to give fine sound reproduction so necessary in the use of teaching tapes and discs, especially in teaching languages and music. Constructed to withstand constant use under



rugged conditions, the unit employs stainless steel, Teflon and Neoprene to assure maximum protection from damage and trouble-free operation. The Dyna-Twin is lightweight and compact and comfortable to wear during long usage. It is available with integrally boom-mounted Reluctance microphone or with any of three additional interchangeable microphones. Receivers can be wired monaurally or binaurally for multiple circuit applications. **Telex, Inc., Electro Mechanical-Acoustic Div., Telex Park, St. Paul 1, Minn.**

For more details circle #754 on mailing card.

Molded Plastic Trays Nest Cups and Glasses

Safe and easy handling of cups and glasses is effected with the new molded plastic nesting and stacking trays introduced into the Caddy line. Cups and glasses are held individually and solidly away from each other, without danger of slipping when storing or carrying. Noise is cut to a minimum and chipping, scratching and breakage are practically elimi-



nated. Trays of cups and glasses can be safely stacked for storage or carrying and air spaces around the lips permit quick air drying and uniform heat diffusion in heated Caddys. The durable lightweight trays are easy to handle and can be washed automatically in dishwashers. The trays are loaded at the dishwasher into Caddys for storage, transport and dispensing. Caddys are of all welded stainless steel construction with rounded and coved interior corners for easy cleaning, and are available with twin or single compartments, with or without covers. **Caddy Corporation of America, Secaucus, N.J.**

For more details circle #755 on mailing card.

(Continued on page 188)



R-W FOLDING PARTITIONS

...dollar for dollar—
feature for feature—
the finest product of
this type on the market

Photo above, Senior High School, Janesville, Wis. Law, Law, Potter & Nystrom, Architects.

Each R-W Folding Partition is the result of years of continuous research, engineering development and practical know-how. It is this experience that assures the quality, rugged strength, dependable operation and excellent sound-retarding qualities that is inherent in every R-W Folding Partition. Available in a type and size to meet your exact requirements . . . provides years of trouble-free, maintenance-free service. You can pay less . . . you can pay more . . . but you cannot buy more actual value for each dollar invested than with an R-W Folding Partition.

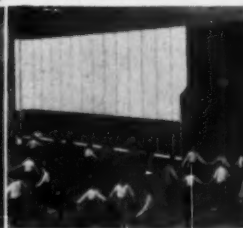
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21-Inch Convertamatic Offers Increased Maneuverability

Designed for cleaning partially obstructed and high traffic areas, the new 21-inch Convertamatic offers increased

maneuverability and low cost. Laying the cleaning solution in one pass over the floor, the machine scrubs a 21-inch swath, vacuums the dirty solution and finally dries the floor. The unit, with a battery powered motor, can also be used for buffing and vacuuming and is available in a 24-inch machine. Advance Floor Machine Co., 126 Industrial Center, Spring Park, Minn.

For more details circle #756 on mailing card.

Thru-Chip Color and Design Cannot Wear Away

New durability in resilient flooring is possible with Mastic Tile's Thru-Chip, a vinyl-asbestos tile made by a process which integrates Terrazzo chips through-

out the tile, not just appearing on its top layer. The color and design are long-lasting and durable, making the tile practical for heavy traffic areas. Mastic Tile Div., Ruberoid Co., Vails Gate, N.Y.

For more details circle #757 on mailing card.

Lupton Double-Hung Windows In Commercial or Monumental Styles

Available in both commercial (DH-A2) or monumental (DH-A3) styles, Lupton double-hung aluminum windows are designed for use alone or in combination with curtain wall panels. The windows feature deep sash and frame sections, rigid corner construction, choice of woven pile or stainless steel weatherstrip, snap-



in glazing bead and continuous sashlift and pulldown. Tape balances can be furnished if specified and sill ventilators are optional equipment. Michael Flynn & Co., 700 E. Godfrey Ave., Philadelphia 24, Pa.

For more details circle #758 on mailing card.

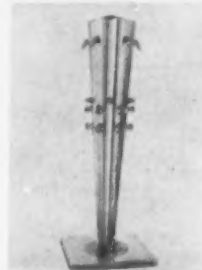
Walnut and Vinyl Finishes Added to Haws Partition Line

Two new finishes in the Haws electric-hydraulic Folding Partition line add interest in emphasizing room decor and permit greater freedom of design. A soft blending of gray and brown gives the misty walnut finish a natural wood grain appearance, and the embossed vinyl finish, available in various colors and patterns, achieves a three dimensional effect. Both finishes are mounted on hardboard. Robert Haws Co., 23241 Fenkell, Detroit 23, Mich.

For more details circle #759 on mailing card.

Central Shower System Has One to Six Stations

Available in units of one to six stations for installation in schools and colleges, the new Space'anea type Showergon is a cen-



tral shower system, in free standing or wall mounted models. The basic stainless steel unit embodies concealed piping, a choice of hot and cold water compression valves, tempered water valve or no valve, and optional lather type soap dispensing system. Components are field tested to be vandal resistant in design and assembly. All functional parts are accessible from the outside for maintenance and servicing. The Logan Mfg. Co., P.O. Box 111, Glendale, Calif.

For more details circle #760 on mailing card.

(Continued on page 190)

**Rugged
construction
plus
ease of
handling
equals...**

Everyone working with audio-visual equipment knows that your best buy is *the best you can buy!* In the case of projection screens, that's Da-Lite... a full line of wall-type and tripod models with exclusive features developed over the past 50 years by men who specialize in improved picture projection. See the all-new Da-Lite Jr. Electrol—the finest electrically-operated medium-sized wall screen ever produced. Your Da-Lite A-V dealer will gladly demonstrate!



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**Specially engineered
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The beauty of these installations reflects the built-in St. Charles quality that means long-range economy, even under extremely hard usage. And St. Charles' custom-flexibility provides vital design-freedom... permitting each installation to meet each individual teaching requirement.

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up to
60 ft. lgh.

Write for
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Exclusive Wear-Proof mats feature patented "V" rib design. Dirt is scraped off shoes by heavy duty blades with "windshield wiper" action — Dirt falls into slots, easily cleaned out later.

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—for 75 years the only permanently satisfactory material for chemical laboratory table tops, shelving, sinks, splash backs, drain boards and fume hoods. Prompt delivery.

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Redfield Trans-Sonic Educator Operates Without Cables or Cords

Ready for use in any classroom, the new "wireless" Trans-Sonic Educator incorporates a dual channel tape recorder, four speed record player, control switch panel for instructor's use and storage for up to 36 student headset receivers at the



console. Listening control boxes on the headsets are easy to put on, as there are no cables or cords between the headset and the console. The unit is set up easily and operates like a transistorized radio. Available in a simple model for passive listening usage, the Trans-Sonic Educator can be made to function with activated headsets. **Robert H. Redfield, Inc., 1018 S. Wabash Ave., Chicago 5.**

For more details circle #761 on mailing card.

Six-Gallon Capacity Cooler for Light Traffic Areas

The Cordwall WH6 wall-mounted electric water cooler has a six-gallon capacity and can be installed at any height, mounted flush with wall or in semi or full recess. The new lower-priced model has the design and operational features of its 13-gallon predecessor and is practical for installations where drinking-water requirements are not heavy. **Cordley & Hayes, 443 Park Ave. S., New York 10.**

For more details circle #762 on mailing card.

Poster-Printer Produces In One or More Colors

A machine that will print on any type of board up to 12 1/2 by 10 inches in size,



the new Ten-Eight Craftool Poster-Printer economically and efficiently produces posters, displays, cards, block prints and other items in one or more colors. Simply set up, the 16 by 14 by 19-inch machine can use any standard printer's type or combinations of type, wood blocks, linoleum or wood engravings or electros. **Crafttools, Inc., 398 Broadway, New York 13.**

For more details circle #763 on mailing card.

(Continued on page 192)



BEGINNERS "THRIVE" ON THE *SLANT-O-MATIC*

The SLANT-O-MATIC* is so simple to operate! Anybody who can read "O" and "B" can do overcasting right off. Or dial "A" and "L" and make real button-holes after just a few tries.

What a confidence-builder!

There's teacher confidence built into it, too. SINGER engineers designed it for simplicity and ruggedness. They gave it more punishment during rigorous testing than a machine will ever get in your classroom.

In actual use, the SLANT-O-MATIC is proving to

be every bit as dependable and long-suffering as the straight-stitching SINGER* machines.

Another important point. No other zigzag sewing machine can promise more mileage in the classroom than the American-made SLANT-O-MATIC. The zigzag mechanism completely disengages for straight stitching to give long wear and perfect straight stitch.

Every one of *your* students should have experience on the SLANT-O-MATIC... the machine that makes "complicated" sewing easy... even for beginners!

- SPECIAL PRICES TO SCHOOLS
- SPACE-SAVING DESK CABINETS
- TEACHER'S DISCOUNT



SINGER SEWING CENTERS

Listed in your phone book under SINGER SEWING MACHINE CO.

*A Trademark of THE SINGER MANUFACTURING CO.

Removable Interchangeable Film Unit Feature of Reliant 500 Microfilmer

Up to 500 cards or 185 letters are recorded in a single minute with the Recordak Reliant 500, a versatile and automatic microfilmer. The high-volume, modern design machine features a removable and interchangeable film unit which allows different departments to use a single microfilmer yet retain their record continu-



ity. By changing film units, reduction ratios can be varied in seconds. As in previous models, the Reliant 500 includes Kodamatic Indexing. Recordak Corp., 415 Madison Ave., New York 17.

For more details circle #764 on mailing card.

Portable Rear Projection Unit in Economical Movie-Mover

The Movie-Mover, a classroom rear projection unit, is designed to move heavy movie equipment from one area to another and permits audio-visual lessons in rooms that do not have light control.

Available in three sizes, the new product has an all-steel frame finished in double-baked silicone-base sandalwood paint, four-inch rubber tired swivel casters, rear



wheel brakes, and a built-in bracket to hold the 20-foot power cord which is a part of the economical unit. H. Wilson Co., 106 Wilson St., Park Forest, Ill.

For more details circle #765 on mailing card.

Model VS-48-S Refrigerator Has Interchangeable Interiors

Added insulation maintains cold temperature in the new Victory V-line refrigerator Model VS-48-S while lowering electrical consumption and operating cost. Controlled air flow assures uniform temperature and air distribution throughout and higher humidity reduces shrinkage loss. Featuring interiors that can be changed in minutes without tools and al-

low for more usable storage space, the unit may be equipped with pull-out or stationary shelves and meat rails, pull-out



or fractional pan supports, adjustable-type pan slides and ball-bearing drawers. Victory Metal Mfg. Corp., 200 W. Germantown Pike, Plymouth Meeting, Pa.

For more details circle #766 on mailing card.

Simpson Partition Panels for Movable System

Offered with birch, mahogany and tempered hardboard surfaced panels in six thicknesses, Simpson Partition Panels are designed for use with numerous movable partition systems. Kerfed panels are available with centerline Kerf 1/4-inch wide to accommodate a 1/4-inch thick spline. Tempered hardboard and birch and mahogany faced insulating panels are available. Simpson Logging Co., 1040 White Bldg., Seattle 1, Wash.

For more details circle #767 on mailing card.

(Continued on page 194)

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a new kind of piano
for professional and private use

Adaptability Unlimited
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Practical in size
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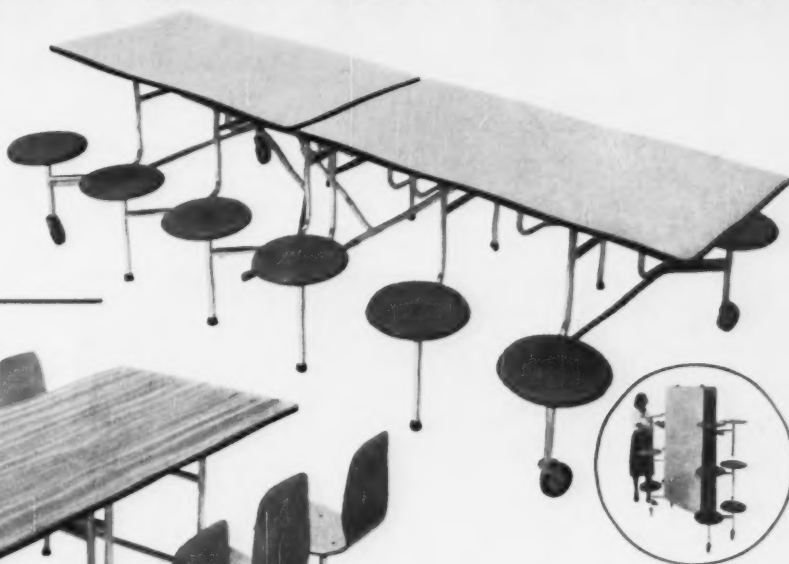
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from **S I C O**... *individual* comfort with **EFFICIENT FREE-WAY SEATING**

Model TC-65. Portable—folds and rolls. Perfect table for multi-use of space where activities require that area be cleared. Comfortably seats 12 students or adults at a 10-foot table—two more than normally seated at a table with conventional chairs.



Model TC-65M. Efficient, economical. This 7-foot table seats 8 people comfortably. Two units butted together seat 16 at only 14 feet of table. Ideal for maximum utilization with fixed seating in a single purpose area.

At last, here are individual, comfortable seats suitable for all school level *and* adult activities. Nothing to step over or straddle—there is complete freedom to enter or leave seat.

SICO Model TC Tables provide more than just comfort—they offer maximum efficiency in use of space. Their fixed-dimension seating accommodates up to 30% more people than ordinary tables with loose chairs—assures clean, controlled aisles, always open for smooth traffic flow—allows more tables per room.

Versatile, SICO Model TC Tables provide an efficient solution to multi-use of space—where any combination of lunchroom-auditorium-gymnasium is needed. Free-Way chairs swivel a full 180°, allowing instant conversion from cafeteria to auditorium or assembly use.

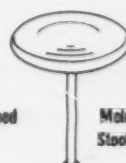
And the portable Model TC-65 folds and rolls for complete removal from the room. The area can be cleared in minutes for gymnasium, dancing, etc.



Fiberglass
Chairs



Birch Plywood
Chairs



Molded Wood
Stools

Built to withstand abuse, SICO Tables can really take it. Model TC Tables are available with stools, fiberglass chairs, or birch plywood chairs.

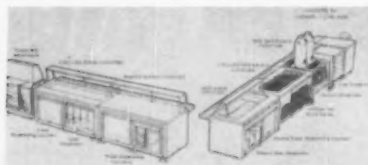


Get complete information on the SICO Model TC Table, or on the complete line of SICO Tables today. Write
MANUFACTURING COMPANY, INC.

5215 Eden Avenue South • Minneapolis 24, Minnesota, Dept. 205

"Cafeteria on Wheels" Can Be Completely Hose Cleaned

Designed to permit complete cleaning of all areas with hose or other methods, the completely mobile Frick "cafeteria on



wheels" gives the utmost in flexibility and sanitation. It permits the setting up of cafeteria service quickly and easily in any areas as the mobile units are easy to move

and can be set up in any desired combination. The entire serving line rolls into place and the under-counter units are separate to permit their removal for complete cleaning after use. Floors can be mopped without stooping and all units can be completely sanitized with minimum effort. There are no corners or crevices to hold food or soil as the interlocked units are quickly disassembled for cleaning. Components of the Mobile Cafeteria system include those for hot and chilled foods, baked goods, beverages, cups and glasses and cashiers. All are made with stainless steel exteriors for lifetime wear and easy cleaning. **W. H. Frick, Inc., 704 Citizens Bldg., Cleveland 14, Ohio.**

For more details circle #768 on mailing card.

Buffalo Chair and Table Trucks Feature Adjustable End Handle

Designed to move and store most types of folding chairs and tables, the new line of Buffalo chair and table trucks is available in sizes to meet individual needs. The trucks carry standard folding chairs either standing upright or on their sides, and side rails are formed so that when chairs are handled "on-side," they rest on flat surfaces to reduce scratching and marring of their finish. An end handle moves easily and holds securely at any desired position. **Buffalo Caster & Wheel Corp., 839 Broadway, Hamilton, Ill.**

For more details circle #769 on mailing card.

Rain Jet Lawn Care Products in Improved Models

Several new and improved additions to the Rain Jet line of lawn care products are announced. A new 18-foot square pattern underground sprinkler head for small areas, strips and parkways is added to the 25 and 30-foot square heads now available. The new model, 36C, gives full performance at a pressure of 20 pounds with 24 gallons per minute discharge. Two new underground sprinkler heads designed for areas where supply lines are small and water pressures low are also introduced. The Model 415C covers a full circle up to 46 feet in diameter on a pressure of 25 pounds, and the 315C covers a circle up to 35 feet. Both low pressure heads are made of brass with special bearings and built-in filters. Flexible pipe and quick-attach fittings, designed to save installation time and costs in installing an underground sprinkling system, are also added to the Rain Jet line. **Rain Jet Corp., 301 S. Flower St., Burbank, Calif.**

For more details circle #770 on mailing card.

Riding Rotary Mower Suited to Uneven Terrain

A new five-wheel riding rotary mower powered by a 9 h.p., four-cycle engine,



the Jacobsen "Mow-Mobile 34" is especially suited to uneven and rough terrain as well as areas with high weeds or those that are seldom mowed. The unit's cutting head is equipped with a heavy duty cutter bar which cuts an even 34-inch swath, and a side discharge chute clears out cut grass and weeds, allowing the operator to maintain mowing speed in heavier growth. Included among the attachments available for use with the mower are a handle for those who prefer walking behind the machine, a 42-inch snow blade, a leaf mulcher, special pivoting skids, an electric starter and a generator set. **Jacobsen Mfg. Co., Racine, Wis.**

For more details circle #771 on mailing card.

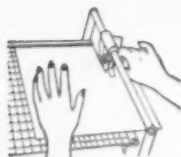
(Continued on page 196)



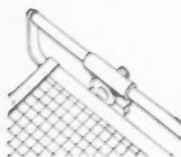
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perfection

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Clean edge assured



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Well-guarded cutting wheel

Razor-sharp, yet so safe even children can use it. That's why this style safety paper trimmer is chosen by many schools and libraries. No dangerous, unwieldy blade here. A unique, well-guarded wheel cuts paper and light board easily, cleanly, with finger-tip action—one sheet or many.

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In schools from coast to coast... Camelback High School, Phoenix, Ariz. • Carl Hayden High School, Phoenix, Ariz. • Phoenix Central High School, Phoenix, Ariz. • South Mountain High School, Phoenix, Ariz. • Arcadia High School, Scottsdale, Ariz. • Arizona State College, Tempe, Ariz. • Catalina High School, Tucson, Ariz. • Rincon High School, Tucson, Ariz. • University of Arkansas, Fayetteville, Ark. • Florida State University, Tallahassee, Florida • University of Georgia, Athens, Ga. • University of Chicago, Chicago, Ill. • Southwestern Louisiana Institute, Lafayette, La. • Northwestern State College of Louisiana, Natchitoches, La. • Louisiana Polytechnic, Ruston, La. • Centenary College, Shreveport, La. • University of Mississippi, Oxford, Miss. • Marillac Seminary, St. Louis, Mo. • University of Nebraska, Lincoln, Neb. • Lovington High School, Lovington, N. M. • Wake Forest College, Reynolda, N. C. • Bowman Gray School of Medicine, Winston-Salem, N. C. • Hebrew Union College, Cincinnati, Ohio • Oklahoma State University, Stillwater, Oklahoma • Medical College of South Carolina, Charleston, S. C. • University of South Carolina, Columbia, S. C. • Furman University, Greenville, S. C. • Texas Woman's University, Denton, Tex. • Technical High School, El Paso, Tex. • Texas College of Arts and Industries, Kingsville, Texas • Texas Technological College, Lubbock, Texas • Stephen F. Austin State College, Nacogdoches, Texas

GAS and CARRIER absorption refrigeration cut the cost of year 'round air conditioning

Now you can air-condition your school all year 'round with only one source of energy for both heating and cooling... your gas-fired boiler. That's the cost-cutting beauty of Gas-operated Carrier absorption refrigeration.

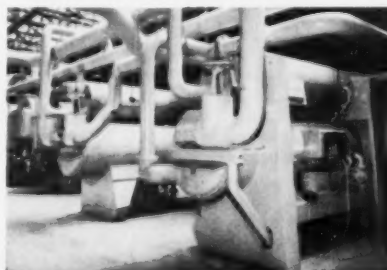
The Carrier absorption unit has no major moving parts. It quietly and efficiently converts steam or hot water from a gas-fired boiler into chilled water for cooling air in summer.

The same boiler delivers steam for heating in winter. All year long it supplies steam for cafeteria kitchens, school laundries and

after-school community activities. You don't waste seasonably idle or excess boiler capacity. And thrifty gas keeps fuel costs low.

Put your heating system on a year 'round paying basis now with Gas-operated Carrier absorption refrigeration. For details, call your local Gas Company, or write to Carrier Corporation, Syracuse 1, New York. *American Gas Association.*

Rincon High School in Tucson, Arizona uses two Carrier absorption units served by steam from gas-fired boilers to supply 600 tons of refrigeration for air conditioning.
Architect: Place & Place; Consulting Engineer: John Paul Jones; General Contractor: M. M. Sundt; Mechanical Contractor: Clark & Company. All of Tucson, Arizona.



**FOR HEATING & COOLING
GAS IS GOOD BUSINESS!** 

(FAST)
(SAFE)
VERSATILE
PRO-MO-LITE

Great...
even with
hardest
water



Pro-Mo-Lite general-purpose liquid detergent saves you labor and money on a full range of floor cleaning jobs. Excellent for resilient and sealed wood floors... forms no soap scum on contact with free lime in old cement or terrazzo surfaces... for complete stripping or simple daily maintenance... leaves no slippery film... use with muriatic acid to clean and neutralize concrete floors in just ONE operation!



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information



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76 Roland Street Boston 29, Massachusetts
OFFICES IN PRINCIPAL CITIES

Literature and Services

• "Man in Space" is the cover illustration indicative of the new filmstrips listed in the 1961 edition of the Filmstrip Catalog released by Society for Visual Education, Inc., 1345 Diversey Pkwy., Chicago 14. The largest catalog ever published by the company, it includes the 139 new filmstrips and more than 600 color slides added since September 1959. Divided into two main sections, Grades kindergarten through six, and Grades seven through 12, the grade-level format gives better guidance in selecting the right materials. Two indexes list titles and topics alphabetically for quick reference, and the catalog includes two pages presenting staff members and filmstrip consultants in the "Let's Get Better Acquainted" section. Some of the other features include a special insert of two by two color slides, Nine Basic Libraries recommended for purchase under Title III, NDEA, Great Art Print Reproductions, Filmstrip cabinet filing systems and projection stands.

For more details circle #772 on mailing card.

• Catalog B-29 describes the advantages of "Grasstex" all-weather runways for track and field events and uses close-up illustrations to emphasize the durability of the material. Photographs of representative installations in both college and high-school arenas, and opinions expressed by leading coaches are contained in the booklet available from American Bitumuls & Asphalt Co., 320 Market St., San Francisco 20, Calif.

For more details circle #773 on mailing card.

• How the Exit Lock (Model B) locks exits legally is discussed in a folder available from Best Universal Lock Co., Inc., 10 N. Senate Ave., Indianapolis 4, Ind. For emergency doors only, the exit lock can save lives and property by permitting the door to be opened in case of emergency while preventing unauthorized entry to service and other areas. Descriptive information and specifications on the lock are included in the folder.

For more details circle #774 on mailing card.

• A new booklet of experiments primarily emphasizing chemical principles, "Matter, Energy and Change - Explorations in Chemistry for Elementary School Children," is available from Manufacturing Chemists' Assn., Inc., 1825 Connecticut Ave. N.W., Washington 9, D.C. Divided into two categories, one containing explorations for kindergarten through the third grade and the other with those for fourth through sixth grades, the 50-page pamphlet includes a glossary of chemical terms and bibliography of books about chemistry for teachers and children.

For more details circle #775 on mailing card.

• The first Official P.S.S.C. Apparatus catalog is now available from Macalaster Bicknell Co., 253 Norfolk St., Cambridge 39, Mass., the distributor selected by Educational Services, Inc., to carry the line. Besides listing the materials and supplies required by the laboratory portion of the P.S.S.C. course, the 56-page illustrated booklet includes a section which gives a complete list of experiments.

For more details circle #776 on mailing card.

(Continued on page 198)

THE RECREATION LINE

WHEREVER CHILDREN PLAY

Safely!

Recreation equipment with engineered safety to meet the most rigid requirements.

- Playground Equipment
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Literature for each line available on request—please specify.

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Compare the resilient strength of Lyon channel frame construction. Compare Lyon design — backs and seats curved to match body contour — round, smooth edges and pinch-proof hinges.

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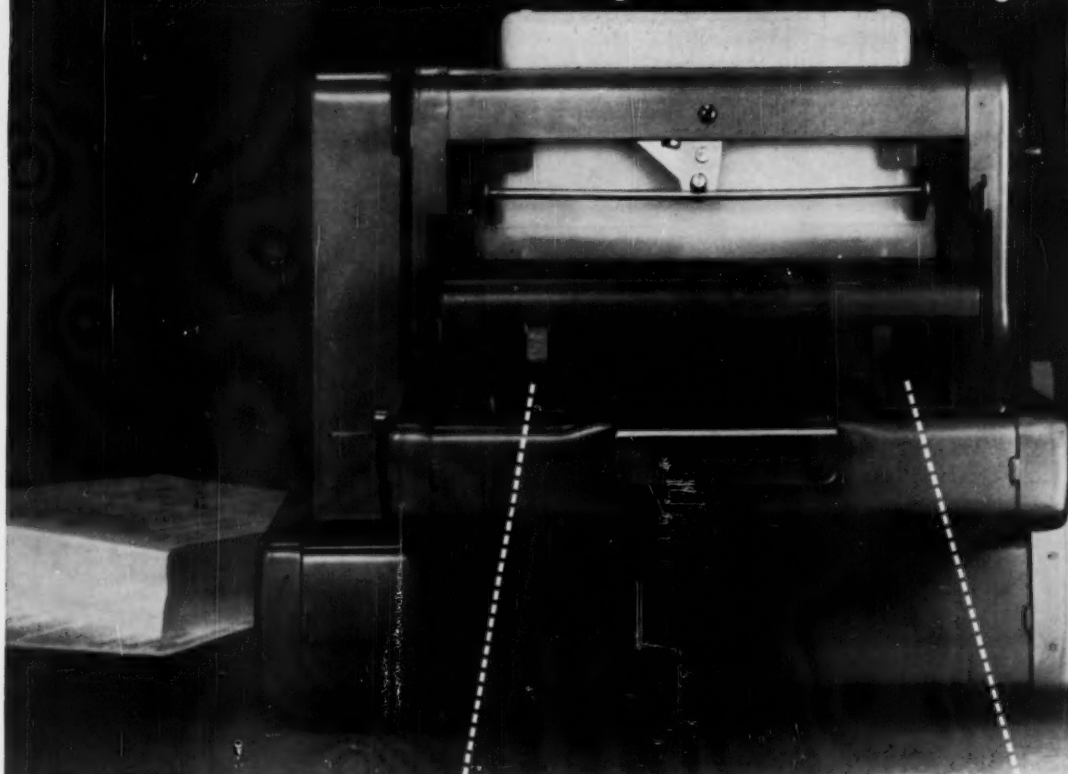
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Here's a fluid duplicator that makes fast friends with every teacher and student who wants good copies quickly and easily—without problems.

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You'll find this near foolproof feed system on every A. B. Dick fluid duplicator now being manufactured—even the low-cost electric Model 215 (shown) and hand-operated Model 210.

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- A seat chart reference sheet showing the seating capacity of grandstands up to 20 rows high and 222 feet long is available from Standard Steel Bleacher Div., Three Rivers, Mich., and is designed to help in the planning of grandstand or bleacher installations.

For more details circle #777 on mailing card.

- "Paint Your Way to Fire Safety" is the title of a new 12-page bulletin, #100, that gives an explanation of how fire-retardant paint works and how it is applied. Available from Albi Mfg. Co., Inc., 98 E. Main St., Rockville, Conn., the illustrated booklet discusses the relative costs of materials and labor in applying conventional and fire-retardant paint.

For more details circle #778 on mailing card.

- The newly revised edition of "Facts and Data on Resilient Floors" details important factors in selecting correct resilient floor and wall coverings, and includes specifications, maintenance data and other technical information. The 46-page wire bound booklet is available from Congoleum-Nairn, Inc., 195 Belgrove Dr., Kearny, N.J.

For more details circle #779 on mailing card.

- A new Gym Floor Manual containing clear, detailed instructions on all phases of wood gym floor maintenance is available from Huntington Laboratories, Huntington, Ind., and includes step-by-step diagrams and concise directions for the use of tools.

For more details circle #780 on mailing card.

- Statements of the problem of how to find time to supervise a language lab while retaining teaching freedom and its suggested solution are presented in the new "Programming Guide for the Electronic Classroom." Available from Magnetic Recording Industries, 125 Fifth Ave., New York 11, the 10-page booklet includes a functional chart listing ten lesson content elements, the amount of time for each and the activity of student and teacher during each phase.

For more details circle #781 on mailing card.

- A comprehensive manual describing air and electric signal systems and listing specifications of horns, bells, buzzers, chimes and sirens manufactured by Sperti Faraday, Inc., Adrian, Mich., is now available. The 88-page Catalog 160 covers the entire line of "Electrical Signaling Equipment" with complete descriptive details, information on "what's new" about signals, and how to select and place to save time, money and irritation from noise. The catalog is thumb-indexed under Introduction, Heavy Duty Signals, Light Duty Signals, Annunciators and Accessories.

For more details circle #782 on mailing card.

- Catalog 960 is a new 40-page reference booklet covering the complete line of park, playground, outdoor sports and school equipment manufactured by Gametime, Inc., Litchfield, Mich. The catalog, attractively illustrated in full color, lists hundreds of products and models, including swings, slides, whirlers, climbers, bicycle racks, seesaws and other recreation area equipment, and features such recently introduced products as Saddle-Mates and Saddle-Mate Swings, Slides and Whirl-A-Ways; the Circus-Go-Round; Hobby Horse and Glider Swings, and the Flying Saucer.

For more details circle #783 on mailing card.

- A completely illustrated 34-page introduction to the oil industry tells "The Story of Petroleum," from drilling wells to distributing finished products. The booklet, available from Shell Oil Co., 50 W. 50th St., New York 20, includes a chapter outlining the role research plays in product development and improvement.

For more details circle #784 on mailing card.

- Over 1000 laboratory and demonstration items are illustrated and over 1000 chemicals listed in the new 100-page catalog, "Science Equipment for Schools," available from Arthur S. LaPine & Co., 6001 S. Knox Ave., Chicago 29. The book includes alphabetized sections on apparatus for Chemistry, Semi-Micro Chemistry, Physics, Mathematics, Biology and General Science, and catalogs leading brands of scientific laboratory equipment.

For more details circle #785 on mailing card.

- Detailed information on the Standard Recordlift, a fast, completely automatic vertical conveying system for multi-story buildings, is presented in Bulletin No. 151, available from Standard Conveyor Co., North St. Paul 9, Minn. The eight-page booklet contains specifications, plans, diagrams and photographs of installations.

For more details circle #786 on mailing card.

(Continued on page 200)

BUILT-IN

... CLEANING CONVENIENCE
... SUPERIOR SANITATION
... MAINTENANCE SAVINGS



ARCHBISHOP MURRAY HIGH SCHOOL, ST. PAUL, MINNESOTA
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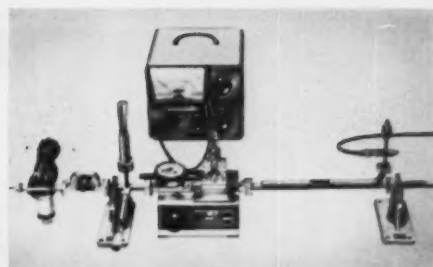
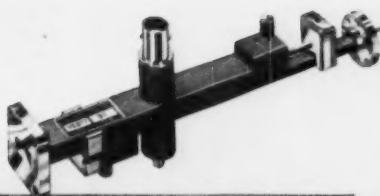
Dirt is carried away and mops cleaned at Vacuslot inlets.

Vacuum producer and dirt separator in the basement, piping to flush mounted vacuum inlets conveniently located throughout the building . . . that's the Spencer Vacuslot system, the modern cleaning system . . . the only system that handles all these maintenance chores: vacuum cleaning, mop cleaning, water pick-up and boiler cleaning.

FOR DESCRIPTIVE INFORMATION, REQUEST BULLETIN 153-D



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HARMONIC GENERATORS are among the electronic aids manufactured by this corporation.



W. A. BOURKE, VICE
PRESIDENT of Narda
Microwave Corporation.

THIS NATIONAL SYSTEM paid
for itself in less than 2 years.

"Our *National* Accounting System
saves us \$7,900 a year...
returns 63% annually on investment."

—Narda Microwave Corporation, Mineola, New York

"Before installing a National System, all our accounting was handled by an old-fashioned hand-written method. This proved lengthy, inaccurate and costly.

"Our National Accounting System eliminates these drawbacks. Its speed permits us to process all records in a fraction of the time formerly necessary... even provides valuable additional information as a by-product.

"Our National System increases accuracy because it mechanically computes all balances and totals, and verifies these totals as well. Also, our National Accounting Machines are ex-

tremely flexible. We use them for many different applications—ranging from posting accounts through computing tax and preparing final reports.

"Our National Accounting System regularly saves us almost eight thousand dollars each year... a return of over sixty per cent annually!"

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Vice President
of Narda Microwave Corporation

You, too, can benefit from the many time- and money-saving features of a National System. Nationals pay for themselves quickly through savings, then continue to return a regular yearly profit. National's world-wide service organization will protect this profit. Ask us about the National Maintenance Plan. (See the yellow pages in your phone book.)



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National*

ACCOUNTING MACHINES
ADDING MACHINES • CASH REGISTERS
ELECTRONIC DATA PROCESSING
NCR PAPER (NO CARBON REQUIRED)

THE NATIONAL CASH REGISTER COMPANY, Dayton 9, Ohio
1039 OFFICES IN 121 COUNTRIES • 76 YEARS OF HELPING BUSINESS SAVE MONEY

- How Universal Portable Steel Bleachers go together easily and disassemble quickly for moving them about to gain multiple use is described in a new six-page, two-color brochure entitled "How to Plan Your Outdoor Seating." Included in the illustrated booklet, available from Universal Bleacher Co., 1303 N. McKinley Ave., Champaign, Ill., is a chart showing seating capacities and dimensions that simplifies the selection of the proper size bleacher group.

For more details circle #787 on mailing card.

- The advantages of modern electronic data processing equipment for student record keeping are discussed in a brochure, "Univac Service Centers," available from Remington Rand, Div. of Sperry Rand Corp., 315 Park Ave., New York 10. The system is described as "A new . . . more effective way to handle school records" and the folder gives details on various phases of record keeping in schools.

For more details circle #788 on mailing card.

- Two catalogs of interest to administrators and others planning school construction or modernization are now available from Holcomb & Hoke Mfg. Co., Inc., Dept. 1233, 1545 Van Buren St., Indianapolis 7, Ind. One covers the new styrene ornamental grillework known as **FiliGrille** which is designed to help make the best use of available space in crowded institutions; and the other discusses **Soundguard**, the folding partition that separates both space and sound effectively.

For more details circle #789 on mailing card.

- Descriptions of the Sani-Mop Vac System and its operation, and illustrations of its components are included in the new **Bulletin ACV-800**. Available from U.S. Hoffman Machinery Corp., 103 Fourth Ave., New York 3, the four-page folder lists 12 reasons for installing the system.

For more details circle #790 on mailing card.

- Designed to aid architects, engineers and planners in analyzing and specifying plumbing fixture requirements, the new "Specification Manual of Plumbing Fixtures and Specialties for Institutional Kitchens," No. KS1, available from T & S Brass and Bronze Works, Inc., 128 Magnolia Ave., Westbury, N.Y., is a complete fixture guide in one looseleaf, multi-ring reference volume.

For more details circle #791 on mailing card.

- A valuable reference for architects and decorators, a new collection of architectural fiberglass drapery fabrics available from Glass Fabrics Inc., Architectural Div., 620 N. Almont Dr., Los Angeles 46, Calif., shows 128 fabrics, including sheer marquisettes, nubby boucles and rugged textures, with a complete color range for each weave.

For more details circle #792 on mailing card.

- Offering complete information concerning careers in dietetics, a 40-page vocational guidance booklet, the 1960 revision of "Dietetics as a Profession," is available from American Dietetic Assn., 620 N. Michigan Ave., Chicago 11, at 35 cents per single copy.

For more details circle #793 on mailing card.

- A series of nine **Technical Topics**, each providing technical and design information on a particular phase of master clocks and systems, are combined in a reference manual for architects, contractors, engineers and educators. Available from Cincinnati Time Recorder Co., 1733 Central Ave., Cincinnati 14, Ohio, all Topics are illustrated with photographs and wiring diagrams and are punched for standard three-ring binding.

For more details circle #794 on mailing card.

- The 1960 Washroom Cabinets catalog is an eight-page, full-color brochure which illustrates and describes the complete line of washroom units manufactured by Crown Zellerbach Corp., One Bush St., San Francisco 19, Calif. Included in the descriptive information are installation tips, specifications, unit size and capacity, and ordering data.

For more details circle #795 on mailing card.

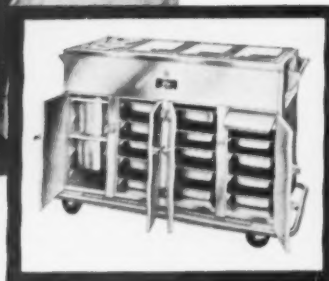
- The various components and operation of five **fully-supervised interior fire alarm systems** are described in a comprehensive brochure available from Wheelock Signals, Inc., 273 Branchport Ave., Long Branch, N.J. Containing information on the coded General Alarm and Presignal Alarm, and the non-coded Continuous Ring, Master Code and March-Time Systems, the booklet includes pictures of typical control panels, installation diagrams and complete specifications for each system.

For more details circle #796 on mailing card.
(Continued on page 202)

You Can Feed Up to 600 Children HOT & COLD Foods

*Quickly, Easily,
Economically . . .*

with the new
**Atlas HCP Portable
Electric Food Cart**



Serve hot foods **hot** . . . and cold foods **cold**! Serve complete, 26-ounce meals.

The Atlas HCP Food Cart functions with maximum efficiency as a transporter of bulk hot and cold foods and as a serving top and reserve food supply in one unit. Now you can transport and serve hot and cold foods which will retain their original appetizing qualities, appealing freshness and nourishment over extended periods of time.

Special "cold-conditioned" compartment keeps cold foods **COLD**. Salads and desserts keep perfectly.

Thermostatic control insures that hot foods are kept **HOT**.

Please write for brochure containing complete information.



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STANDARD WALL UNITS

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STANDARD BASE UNITS

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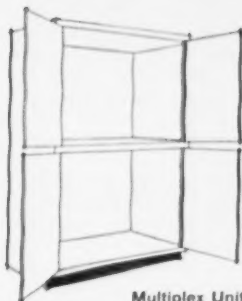
STANDARD TALL UNITS

PLUS...

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FLEXIBLE TALL UNITS
with interiors
virtually unlimited!

FOR EXAMPLE:



Multiplex Unit 35421

The unit shown above has 11 different optional interiors for the top half; the same number for the lower... a total of 121 possible combinations. Though not 11 in each instance, each of the 69 units has the same kind of possibilities. You can readily see the number of interior facilities available soon becomes astronomical in size.



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MULTIPLEX
INSTITUTIONAL
STORAGE
COMPONENTS

MUTSCHLER ANNOUNCES NEW DESIGN FREEDOM

— with standard
components
at standard
cost!

Mutschler has broken all design barriers for homemaking facilities, as well as for many other types of school storage. MULTIPLEX units are of institutional construction... made from finest northern hardwoods with the toughest of catalytically applied finishes that are extremely resistant to damage by water, alcohol, lemon juice, cleaning solutions, or whatever. Available in any of 16 decorator colors or 5 different wood-grain finishes.

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Please have your representative explain advantages of Multiplex school storage units.

We are planning: ☐ new school; ☐ remodeling job.

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firm/school _____

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Every classroom can be an audio visual room with
COLONIAL CELTEX LIGHT CONTROL DRAPES
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NOW AVAILABLE IN THE ATTRACTIVE NEW "Pick-up-Sticks" PATTERN.

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UNITED WASTE RECEPTACLES CUT MAINTENANCE COSTS



The low, one-time investment in United waste receptacles helps slash daily maintenance costs to an absolute minimum. Indoors and out, United receptacles help cut man-hours, eliminate floor and wall stains, have the capacity to hold wet or dry litter extra days. Specify United... a size and style for every purpose. Across the country United receptacles have proven that they stand up to time and use and still maintain their attractive appearance.

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7701 East Compton Blvd., Paramount, Calif.

• The new edition of the attractively printed, two-color **Sports Calendar** is available to school executives, coaches and athletic directors from Master Lock Co., 2600 N. 32nd St., Milwaukee 45, Wis. The wall chart calendar is designed with ample space after each date for recording athletic events, meetings and other activities and corresponds to the regular school year running from September, 1960 through June, 1961.

For more details circle #797 on mailing card.

• A comparison chart showing costs, characteristics and limitations of Textolite and other surfacing materials is included in a new 12-page, four-color catalog of **Textolite Laminated Surfacing**, T-CDL-490, available from General Electric Co., Laminated Products Dept., Coshocton, Ohio. Patterns, colors and sheet sizes of the product are shown in the illustrated booklet, as are fabrication techniques and a detailed breakdown of applications.

For more details circle #798 on mailing card.

• "Engineered Lighting and Control Equipment" is the title of **Catalog No. 101**, a 44-page technical publication which illustrates the line of equipment required for schools, hospitals and other institutions available from Hub Electric Co., Inc., 2249 W. Grand Ave., Chicago 12. Included in the line are stage lighting equipment, exit and directional signs, control switchboards and other items.

For more details circle #799 on mailing card.

• Thirteen-year-old Linda Brown is the heroine of the 16mm color motion picture, "It's Wonderful Being a Girl," a factual story of the menstrual process. The 20-minute sound film, produced by Audio Products, Inc., highlights the normality of the menstrual process and the aspect that it is one of nature's signs of growing up, and stresses the importance of daintiness and good grooming at all times. The film is useful to Parent-Teacher Associations, since it is of value in mother-daughter programs, as well as in the classroom. Available on free loan from Personal Products Corp., Box 10, Milltown, N.J., the film may be obtained complete with a teaching guide.

For more details circle #800 on mailing card.

• The California Test Bureau, 5916 Hollywood Blvd., Hollywood, Calif., tells "The Cal-Card Story" in an eight-page brochure recently released. New flexibility in test administration is discussed and the new Cal-Card is described. Photographs illustrate the eight simple steps described in the booklet as well as the steps taken for scoring and processing when Cal-Cards are received by CTB.

For more details circle #801 on mailing card.

• "How to Plan a Profitable Property Control Program" is the title of a 16-page booklet available from Metalcraft, Inc., Mason City, Iowa. It presents a five-step plan for organizing a property control system and putting it into action, and stresses the growing importance of property control today. A set of serially numbered adhesive-back aluminum property tags designed and manufactured by the company will be sent with the booklet.

For more details circle #802 on mailing card.

(Continued on page 204)



Teach them on the typewriter they're most apt to use on the job!

When a typewriter is easy to master, it builds confidence in a student quickly. Maybe that's why year in, year out, more than half the typewriters bought for teaching are Royals.

Easy is the keyword. Exclusive Magic® Margin continues to be the easiest to set of all margins. And Royals finger-balanced touch cuts down on finger

fatigue—makes for easy stroking on the short finger keys.

Another reason teachers prefer Royal is that they know a teaching typewriter must be sturdy, with little or no interruptions for repairs. Also, since Royal reliability is a byword in offices, students are apt to find a new Royal in their first office job.

However, when service is needed, it's there fast . . . Royal has more service points than any other typewriter manufacturer. This extraordinary dependability may explain why Royal Standards command the highest prices in the used-machine market.

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tribute to creative teaching. Won't you call your nearest Royal Representative today? He'll arrange a free demonstration and classroom trial for you—at your convenience.



This is Twin-Pak®, Royal's exclusive quick-changing ribbon that fingers never touch.

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standard

Product of Royal McBee Corporation.
World's Largest Manufacturer of Typewriters.

THERE ARE MORE ROYAL TYPEWRITERS IN SCHOOL AND OFFICE USE THAN ANY OTHER MAKE.

How to bring out the best in your MIMEOGRAPH

1 new 16-page
"Mimeograph
Supplies Selector"

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You'll never know what mimeograph can do until you've used these books. Most complete works ever published on the art of mimeographing! Vital to everyone who owns or operates a mimeograph machine.

"MIMEOGRAPH SUPPLIES SELECTOR" tells how to put new life into any mimeograph. New techniques you didn't know were possible with mimeograph. How to turn out copies as sharp and clean as print. Special supplies that widen your skills. Fully illustrated in color.

"TECHNIQUES OF MIMEOGRAPHING"—a vital basic handbook with special sections for the mimeograph operator, the typist, the artist. How to prepare and run stencils, eliminate waste. Maintenance tips for longer machine life. How to select the right paper and ink. How to use color inks—and much more. Simply told with helpful illustrations.

Get both. Send 25¢ to cover cost of postage and handling. For use with all makes of suitable stencil duplicating products.

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A. B. DICK
DUPLICATING PRODUCTS

• Syracuse China Corp., Syracuse, N. Y., manufacturer of china dinnerware for institutions, announces a **breakage savings plan** applicable to schools and other institutions. The plan is based on breakage savings shared with the dishwashers and proved highly effective in institutions where it was developed.

For more details circle #803 on mailing card.

Film Releases

"Today's Need in Arithmetic: A Mathematical Approach," 13½ min. 16mm color sound film indicating how arithmetic teaching today prepares pupils for the stepped-up mathematics courses in high school. Available to schools on a free-loan basis from **Scott, Foresman & Co.**, 433 E. Erie St., Chicago 11.

For more details circle #804 on mailing card.

"The Story of Palomar" is the first film released as a result of an agreement made by EBF with California Institute of Technology. The cooperative venture is a film showing how the world's largest telescope was installed, how it operates and what it contributes to man's scientific knowledge. Additional films are in preparation in the new series. **Encyclopaedia Britannica Films**, 1150 Wilmette Ave., Wilmette, Ill.

For more details circle #805 on mailing card.

Suppliers' News

Bausch & Lomb, Incorporated is the new corporate name of **Bausch & Lomb Optical Co.**, Rochester 2, N.Y. The new name recognizes the fact that B&L is not restricting its research and manufacturing interests to the field of optics alone but will expand into related fields where its background and experience are of value.

Cormac Photocopy Corp., 50 Fifth Ave., New York 11, announces acquisition of **General Photo Products Co.** of New Jersey, manufacturer of photocopy equipment and supplies, the latter becoming a wholly-owned subsidiary of Cormac. Through the subsidiary, Cormac acquires the product development of the Electrofax Process which General Photo had developed to prototype stages under license agreements with R.C.A. and the Haloid Xerox Corp.

Hillyard Chemical Co., St. Joseph, Mo., manufacturer of maintenance equipment and supplies, announces the construction of a new branch office building adjoining the existing Hillyard plant and warehouse at 11th and Commercial, San Jose, Calif., to handle the greatly increased distribution of Hillyard products on the West Coast.

Smith System Mfg. Co., 212 S.E. Ontario, Minneapolis 14, Minn., manufacturer of specialized furniture for schools and other institutions, announces a new division to produce multi-purpose school equipment. The new line includes portable wall cabinet tables, roll-away stages, and band and choral risers with new Uni-frame design for greater strength. The new department will be headed by **Newell V. Risdall**.



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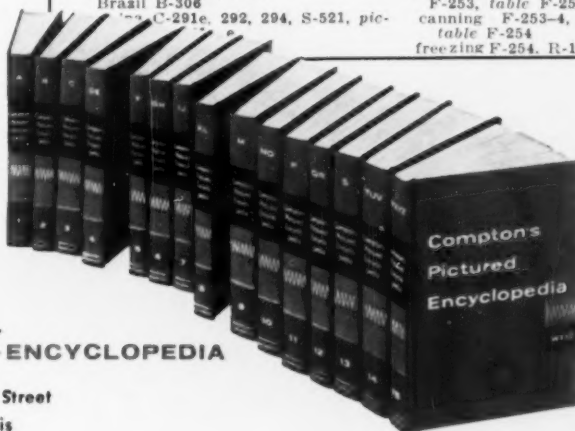
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